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ABSTRACT

Designed to assist teachers and administrators in planning and implementing the Applied Program of Public Service (APPS) in existing secondary and vocational curricula, this manual is the guide for three academic quarters of study (orientation, common core, and work experience). The course covers eight major community service occupational groups: educational services, social and economic services, government agency management, transportation management, regulatory services and records, public safety and corrections and judicial services, urban and rural community development, and resources management. The guide is designed for use with (1) nine student manuals with accompanying teacher's manuals (CE 013 655-672) for each of the eight occupational groups introduced in the orientation quarter and (2) a student and a teacher's manual (CE 013 654 and CE 013 805) for the second quarter common core course. Section 1 of the guide presents instructional objectives and an activities performance schedule for each of the three quarters. Section 2 outlines the system of operational procedures for the program including suggested chronology, methods of labor market assessment, organization of the program, and various administrative record forms. Section 3 covers the guidance function, including testing, for each phase of the curriculum. Section 4 describes the community component (overview, organization, and manpower needs), and Section 5 is the APPS Index of Occupational Titles and corresponding entry level public service job descriptions. Appendixes include suggested library and audio visual resources and sources of further public service vocational information. (JT)

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A Guide For Implementing The Georgia Public Service Program

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CE 013 652

A GUIDE FOR IMPLEMENTING

the

GEORGIA PUBLIC SERVICE PROGRAM

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APPS

Foreword

Analyzing the Problem:

People survive by coping with their environment intellectually, emotionally, and socially. Work assists this survival by providing the basics which support the coping efforts - it is a coping activity. Adjustment to the world of work is one of youth's most critical phases of development. During adolescence young people find out who they are, what they care about and what they want in the world. It is also a time of tension and conflict and of searching for identity.

In order to proceed as adults and functioning members of society; although youth may have completed their physical development, they should be prepared to be receptive throughout their lives to continuing social, emotional and intellectual development. The educational process needs to present a process of self-direction which adults can pursue independently, integrating it into their living skills.

An integral part of the educational, guidance and work support system of APPS deals pragmatically with an individualized learning system, an applied method of enhancing vocational motivation, a preparedness and an on-the-job Public Service skills experience.

Work must advance to becoming more than just a coping tool. It effects not only the students' individual life style, but collectively the ultimate quality of our civilization and as such should not be viewed as an isolated facet of support to a single life process.

*Statistics show that of every ten students now in grade five - three will not finish high school. Only two will complete four years of college and one will have attended a two year college. Of the remaining four or 40% approximately 5.3% or slightly more than one-half person will have completed traditional vocational education.

Terminally educated students who have not enrolled in vocational programs suffer most from unemployment. Current rates of unemployment for young people reinforce the urgent need for new vocational skill areas.

In order to make realistic Public Service occupational choices, it is imperative that accurate information about occupations be disseminated. This manual, properly utilized, in conjunction with classroom teaching and student guidance attempts to:

1. Define needs of the labor market and underlying conditions.
2. Set priorities among Public Service needs as defined by the labor market survey.

*U.S. Department of Health Education and Welfare

3. Establish goals based on the needs of the community, the labor market and the individual.
4. Develop programmatic approaches.
5. Negotiate training experiences, analyze and approve final working agreements.
6. Monitor training progress.
7. Evaluate results
8. Replan - using results of existing activities to better satisfy needs.

Particular emphasis will be placed on the continuation of growth after entry-level skills and placement have been reached - the priorities of upward mobility and the avoidance of dead-end jobs. Although APPS addresses itself to the Public Sector, it is recognized that overlap exists and that future needs could accelerate or become diluted but the validity and adaptability of this training will remain.

ACKNOWLEDGEMENTS

The success of any project depends upon the willing support and cooperation of many people. The Applied Program of Public Service has been fortunate to have such persons. In producing any document, however, there is always someone who assumes the major portion of the work load. The person who is responsible for the development of this manual is Ms. Patricia Brooks, consultant to the APPS Program. In cooperation with the coordinator, Ms. Brooks wrote this manual and supervised its production.

In addition, the following people and organizations have contributed to the development of this particular segment of the program.

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INTRODUCTION TO APPS

This manual is developed to assist teachers and administrators in planning and implementing the Applied Program of Public Service in existing secondary school vocational curricula. It consists of an introduction and five sections and contains the basic instructional material recommended for public service preparation. It offers an overview of APPS course content, and teaching materials, as well as lists of manuals and resources so that teachers with minimal experience in the public service sector can readily teach the APPS course.

The Applied Program of Public Service is an innovative approach to Public Service employment at the entry-level. Public Service Careers have been broken down into eight (8) community service units known as major occupational groups. The eight groups as designated by the United States Office of Education are:

1. Educational Services
2. Social and Economic Services
3. Government Agency Management
4. Transportation Management
5. Regulatory Services and Records
6. Public Safety, Corrections and Judicial Services
7. Urban, Rural and Community Development
8. Resources Management

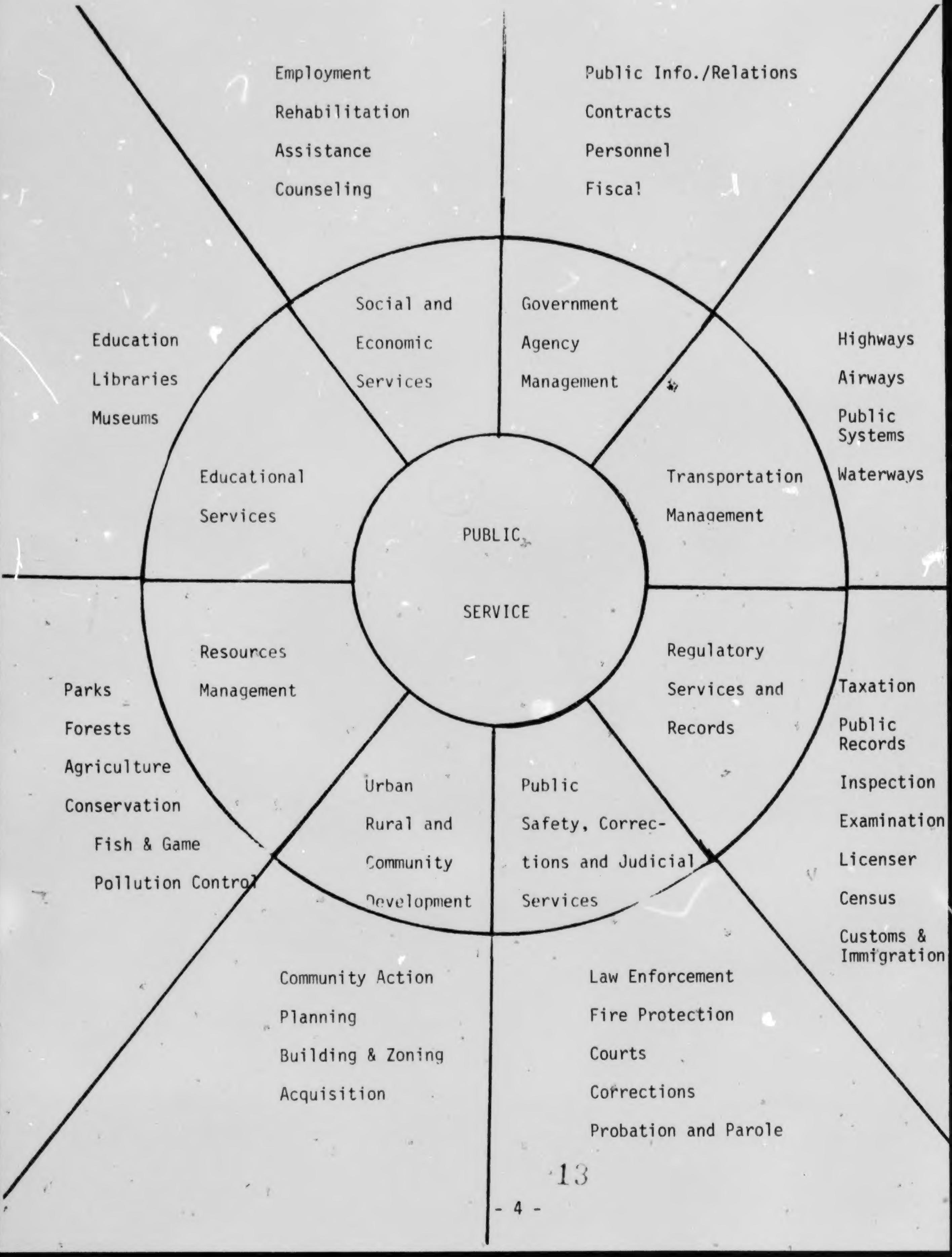
The specific services which come under each of these major occupational groups are further broken down into job families (see the following attachment).

The APPS program is designed for a minimum of three academic quarters of study. These courses are designated as APPS Orientation, APPS Common Core and APPS Work Experience. They are scheduled in that order for tenth, eleventh, or twelfth grade students. However, it is not necessary that they all be taken in one academic year. For example, it is possible for students to schedule Orientation in the tenth grade, Common Core in the eleventh grade, etc. A suggested limitation is that Common Core be scheduled as near to the work experience quarter as possible. Common Core or Work Experience may be taken for two semesters, particularly if students' special needs in developing entry-level skills have been identified.

Each quarter of APPS earns five (5) academic quarter hours credit with the exception of Work Experience which offers ten (10) academic quarter hours.

We have developed a package of materials that contains all manuals and subject materials for the APPS program. This includes both the subject content and the activities so that the teacher and administrator are supplied with the information necessary to implement the APPS program. In addition, in order to make the program operational, some commercial materials will need to be added (see appendix). Individual student manuals will also need to be provided.

Completion of the three academic quarters of APPS with passing grades entitles the student to APPS Certification. Inasmuch as students can be failed at any of the three academic quarter levels; it should represent an honest completion of the Public Service segment of vocational education.


PUBLIC SERVICE
Social and Economic Services
Employment
Rehabilitation
Assistance
Counseling
Government Agency Management
Public Info./Relations
Contracts
Personnel
Fiscal
Transportation Management
Highways
Airways
Public Systems
Waterways
Regulatory Services and Records
Taxation
Public Records
Inspection
Examination
Licenser
Census
Customs & Immigration
Public Safety, Corrections and Judicial Services
Law Enforcement
Fire Protection
Courts
Corrections
Probation and Parole
Urban Rural and Community Development
Community Action
Planning
Building & Zoning
Acquisition
Resources Management
Parks
Forests
Agriculture
Conservation
Fish & Game
Pollution Control
Educational Services
Education
Libraries
Museums

SECTION I - INSTRUCTIONAL OBJECTIVES

ORIENTATION

Unit I

Since Orientation is the first of the three APPS courses and public service is an intangible subject, the teacher's presentation must stress a creative and dynamic as well as an academic approach. Following are the instructional objectives: (The methodology will be accompanied by nine (9) APPS students' manuals and their related teacher guides).

I. An Overview of the Applied Program of Public Service.

II. Decision Making in Public Service

III. Selection of the Students Major Occupational Group.

I. A general overview of the Applied Program of Public Service will be introduced. The preliminary concept will be similar in many ways to a social studies course. The teacher will explain the duties, functions and importance of the Public Service occupational groups. He/she will relate public service to the students' own living experiences, e.g. Public Safety, Education, Social Security, etc., and broaden and diversify the occupational instruction to include

I. continued

other groups as Orientation progresses. Films and other visual aids of significant use in this unit are identified appropriately in the teacher's guides.

II. Introduction to Decision Making is the Key unit in Orientation. The student manual contains standard testings for rational selection and activities to accompany them. Trait and self-analysis testings such as the Holland Self-Directed Search are administered in this unit and the teacher confers with individual students toward assessing their potentials, isolating their priorities and their values toward stimulating self-conceptualizations. This unit is not only crucial to Orientation but is a life-skill process that can be repeated to give credibility to other decisions.

A. The student will critique two of the eight major occupational groups. The student manuals and teachers guides applicable to these choices will be the primary source of instruction. Films, library and other resource materials as designated in the manuals are primary teaching aids. The APPS student manuals and teacher guides are explicit

II. A. (continued)

in terms of instruction and resource materials.

B. The teacher will plan at least one field trip to a public service agency during this quarter. Emphasis is placed on acquainting the student with the structure and work product of the site visited as well as identifying the processes taking place in the kind of work being done.

C. The teachers and students can plan a Major Occupational Group Fair. In this activity speakers are brought together from several public or private non-profit agencies to talk about their own jobs, their specific service to the public and to answer students' questions. Speakers can also be recruited on an individual basis. Examples of agencies and services who might send representatives are the fire department, building and zoning commission, social services, the court system, pollution control agencies, etc. Letter writing, written reports and development of interpersonal adult relationships are additional components of this activity and are included as activities in the student manuals.

III. In completing the final objective, the teacher assists the students in the selection of one major field of study in Public Service. This is achieved after the students have determined their own personal priorities, interests and values. The teacher reinforces the students' decisions by helping the students conceptualize themselves in terms of attitudes, abilities and determination in order to complete their profiles. The diversity of this unit allows for great creativity and should teach the students to make rational decisions based on self-evaluation and knowledge of the requirements of the major public service areas they have selected.

COMMON CORE

Unit II

Instructional Objectives:

- I. Review of the students' Major Occupational Groups
- II. Preparation for applying for a job
  - A. Oral and Written Communications
  - B. Report Writing
  - C. Basic Record Keeping
  - D. Interpersonal Relations
  - E. Good Grooming
  - F. Applications and Interviews

I. Review the Major Occupational Groups. Emphasize the subject matter, and review the student's decisions.

A. The students learn to identify jobs in their vocational category by using the *Dictionary of Occupational Titles, *The Occupational Outlook Handbook and *Vocational Biographies as resources to find factual information about the job options available in their occupational group. A student manual with instructional activities and a teacher's guide accompanies this unit. Following the unit completion the students write their own vocational biographies.

II. Teach the following courses to prepare the student for job interviews, their work habits, interpersonal relationships and other skills necessary for job success. Student manuals with planned activities and a teacher's guide accompany this unit.

A. Oral and written communications including speaking before groups, letter writing, and filling out job applications.

B. Report writing is an essential part of the entire APPS course. Reports about occupations, public speakers and resource information are representative of acceptable subjects as are book reviews and newspaper or other media information. Teacher guidance and some methodology is presented in Orientation however the course study is formalized in Common Core with stress on system and organization.

C. Basic record keeping is an essential part of most entry-level public service jobs. Simple filing methods and the organization of materials are activities directed in the student manual. Films reinforce this course study.

D. Relationships with other people is an intensive unit that is carried out in conjunction with all units.

D. (continued)

Oral and Written Communications and Interviewing skills utilize interpersonal relationships at their core. The students are made aware throughout APPS of the impact of their personalities on job success. Role playing, public speaking, even their critical choices come under this unit objective. The student manuals contain a multiplicity of activities and reading exercises to reinforce this key factor. Films are also available. The teacher is an active participant in helping the student realize his/her full potential.

E. Good grooming is a common sense area. This unit differs only in that grooming is job oriented and is designed to bridge the gap between the student world and the work world. Library materials and films are graphic in their description of the acceptable and unacceptable. Stress is placed on proper appearance for interviews and the necessity of appropriateness in order to make a positive impression on the hiring agent.

F. The APPS students learn the rudiments of filling out applications, writing resumes and interviewing through reading exercises and other activities in

F. (continued)

the student manual with teacher guidance. Clarity, completeness, correct grammar and spelling, etc., are the goals set for this unit and students are presented with many different application forms gathered for this purpose. Remediation may be necessary. Again student manuals and teacher's guides give direction. Resources include overhead viewers, films, and library materials. The components D, E, and F culminate in the practice of interviewing techniques. Role-playing is a key factor in this and can be as simple or as sophisticated as the teacher considers appropriate to the class level. However, each student must ultimately be prepared to apply both in writing and in person for his/her Work Experience training job.

A. Composite of Instructional Objectives

Unit	Course Study	Materials	Credits
I. Orientation	Public Service Overview Self conceptualization through study of values to give the students a criterion for selecting two major occupational groups, and reducing these choices to one group.	APPS Manual - Orientation Students Manuals (9), Teachers Guides (9), Resource Lists.	Five academic quarter credits.
II. Common Core	Continued study of Public Service occupational choice. Teach the student entry-level job skills such as oral and written communications, grooming, interviewing techniques Basic Record Keeping and Reports, personal relationships and applying for a Public Service job.	APPS Manual - Common Core Students Manuals (2), Teachers Guides (2), Resource Lists.	Five academic quarter credits.
III. Work Experience	Develop an entry-level job in the public service area of the students major interest. Guide the supervisor in assisting the student to becoming successful in that job. Permanent full-time job.	APPS Manual - Community Component, Supervisory Guide, Time, Attendance and Review Forms, Student and Parent Permits, Work-Site Monitoring Forms, Public Service related job descriptions, APPS Certificate.	Ten academic quarter credits APPS Certification

WORK EXPERIENCE

Unit III

Instructional Objectives:

I. Develop strong public service entry-level training jobs in public or private non-profit agencies.

II. Write modified job descriptions of the jobs developed.

III. *Provide transportation for the APPS students to their work-site.

IV. Implement the system of work experience guidance and monitoring set up by the APPS Program.

V. Develop permanent jobs for the students upon graduation.

I. The teacher uses the media for announcements concerning the APPS program. He/she speaks before civic groups such as Rotary, Kiwanis, churches and fraternal societies. He/she expands knowledge of the program through the news media such as local newspapers and trade journals particularly those of public service agencies. The APPS Advisory Committee should be contacted for their in-put and is an additional resource. The teacher should be able to write the news releases. Radio interviews are also valuable liaison and the teacher should seek community programs for this opportunity, most stations

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*While not an instructional objective, this is essential to work experience viability.

24

I. (continued)

have daily local programs or bulletins covering events of interest. These activities lead to general public interest, student enthusiasm and set the stage for developing public service entry jobs.

II. The teacher makes personal contact with the heads of public service agencies; presents the basics of the program, explaining the agencies responsibilities, and soliciting their cooperation. At the time students are ready to enter the Work Experience unit the cooperating areas representing the students major occupational group are contacted, the supervisors designated and the job description written, fitting it into a modified standard description from the Dictionary of Occupational Titles (U.S. Department of Labor). This manual contains a section of public service entry level job descriptions in Section V.

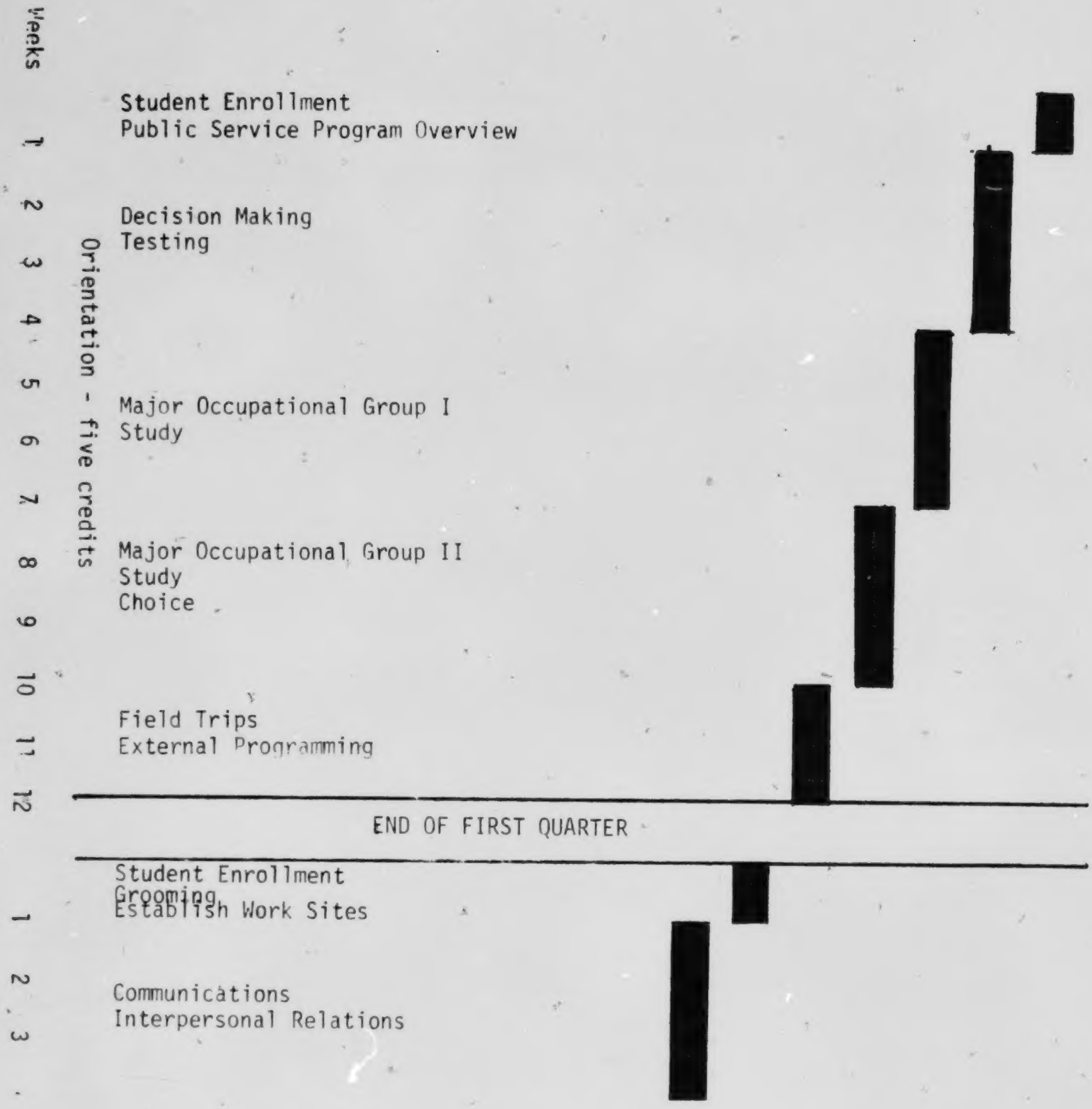
III. Transportation for the Work Experience students should be arranged with the school principal, and/or the county educational office with the Advisory Committees' guidance. Forms for orderly procedure, including waivers, insurance forms, etc., are included in this manual in Section II-D.

III. (continued)

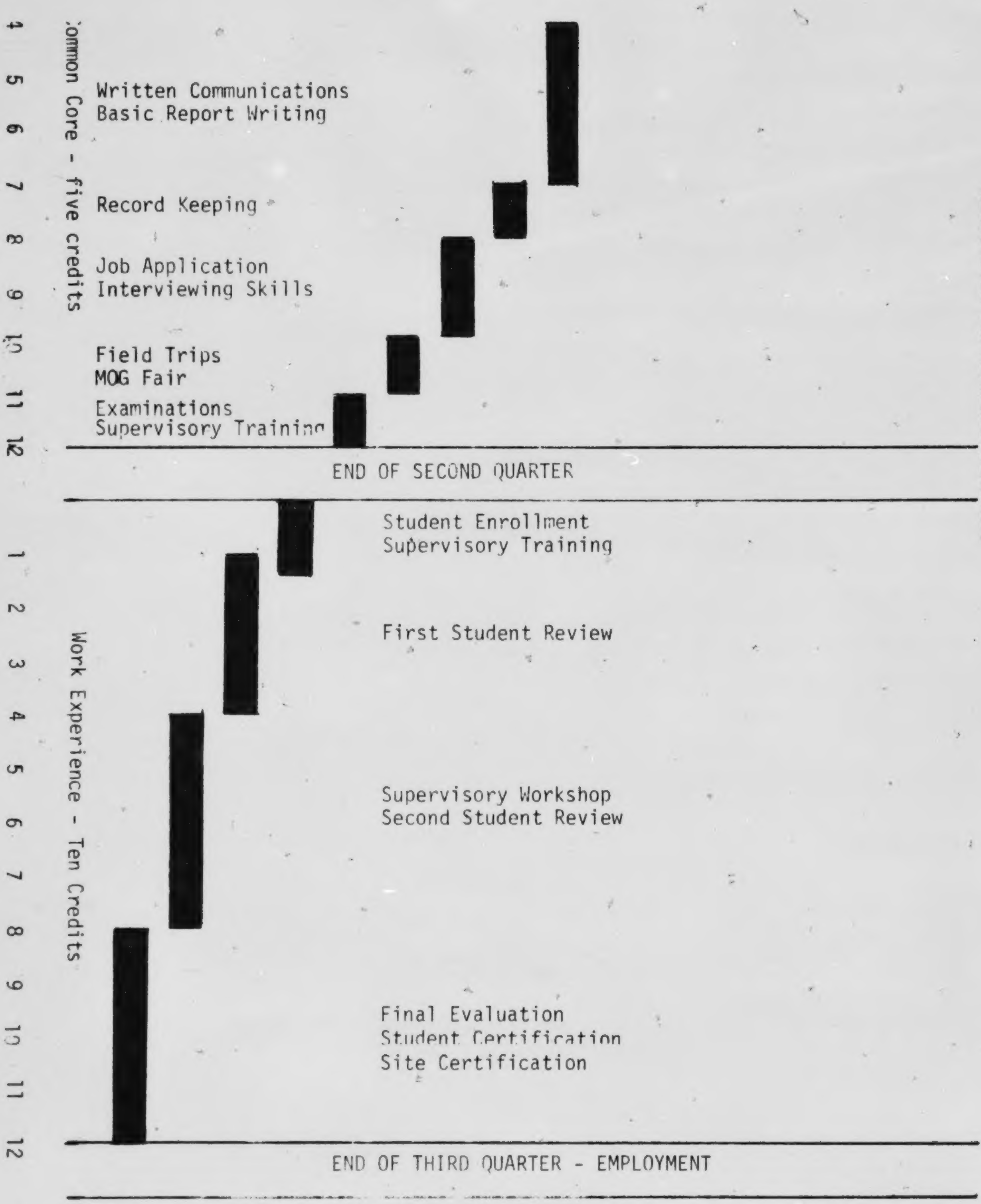
Mini-buses usually best fill the students' needs but regular school buses can be used. The teacher will map the bus routes for maximum efficiency. The training time is usually two (2) hours a day. The students' schedules should be aligned with this "time block".

IV. Supervisory training sessions and private conferences plus the material in this manual prepare the supervisor for the students' work experience. Forms for time and attendance, a student review and the specifics of Supervisory Training and guidance are also contained in this manual under Section II-D.

V. Throughout the teacher's contact with the various agencies, the concept of permanent jobs for the students should be discussed with the supervisor, the agency head, and the student. The bottom line of the APPS program is a permanent job; however, if on completion of the APPS program, some students have become motivated to continue their education this, too, must be considered success.


Weeks
Orientation - five credits
1
2
3
4
5
6
7
8
9
10
11
12
Student Enrollment
Public Service Program Overview
Decision Making
Testing
Major Occupational Group I
Study
Major Occupational Group II
Study
Choice
Field Trips
External Programming
END OF FIRST QUARTER
Student Enrollment
Grooming
Establish Work Sites
1
2
3
Communications
Interpersonal Relations

APPS
Activities Performance Schedule



SYSTEM OF OPERATIONAL PROCEDURE

FOR

THE APPS PROGRAM

A. APPS SUGGESTED CHRONOLOGY

The following suggested chronology designates the preplanning by appropriate school system personnel other than the teacher. However, the complete chronology is included in order that the teacher may be aware of the APPS background before assuming his/her responsibilities. The classroom teacher's direct involvement begins with Step 7.

1. Request made for APPS Program to be included in Vocational Education Department.
    A. Proposal submitted by participating educational institution. (including budget).
2. School and community needs-survey made and questionnaire submitted to relevant public service agencies and government sponsored employment services.
3. Notification to APPS of accepted proposal and calendar of projected lead-time.
4. Staffing for APPS (if not already designated).
5. Planning an Organizational Seminar involving administrative staff.
6. APPS Advisory Committee formed.
7. Meeting between participating school officials and APPS training staff (core-curriculum In-Service Training) to coordinate existing resources.
8. Proposal start up and preparation monitoring and assistance.

9. Work-shop training for new project staff, retraining for continuing projects, APPS methods, activities, etc.
   A. Materials for curriculum and community component disseminated and discussed.
10. Initial meeting with projected job-sites. Introduction to APPS.
11. Student recruitment started
   A. Public relations component activated.
      1. Evaluate enrolled student's interests, abilities, skills, and current curriculum.
   B. Enlist assistance of guidance department for recruitment and scheduling.
12. Curriculum Activities and Methodology Workshops
   A. Special counseling for vocational choice within APPS System.
   B. Related library, audio visual and recording materials lists submitted and utilization correlated.
   C. Special teaching activities presented.
   D. Use of APPS materials introduced and use demonstrated.
13. Interim Assessment Workshop for measuring progress.
   A. Feedback - Program discussion.
14. Preparation begun for work experience quarter.
   A. Confirm commitments of community component.
   B. Presentation and utilization of supervisory and agency forms.

14. (continued)

    C. Effect monitoring techniques.

    D. Hold Supervisory Training Workshops.

15. Case study reports coordination.

16. Seminar on evaluation processes. (teachers and administrators)

17. Evaluation and interpretation.

18. Replanning Workshop to systematize and simplify procedures for effectiveness, administrative viability and verification.

B. LABOR MARKET NEEDS ASSESSMENT AND SOLUTIONS

The Problem:

1. Obtain occupational data.
2. Establish a collection and classification system.
3. Project future needs on a short-term basis.
4. Devise a universally viable system for entry-level jobs.
5. Develop a simplified method that minimizes maintenance and maximizes effectiveness.

The Solution:

1. Representative existing agencies for dissemination of labor market information are: The Merit System of Personnel Administration and the Labor Information System of the State of Georgia, Georgia State Employment Service, The Gwinnett County Personnel Office, The Federal Civil Service Commission. These sources are useful to the APPS system not only for obtaining data but for the purposes of educational planning, curriculum development, career guidance, determining staffing needs, and developing counseling information.

   Visits should be made to as many public agencies as

Note: Occupational Outlook Handbook 1976-1977 Edition U.S. Department of Labor, pages 11-19 for additional methodology.

possible to outline the program goals and enlist their cooperation.

2. The APPS system has collected and classified job descriptions adaptable to Public Service training jobs. These have been organized and classified according to the United States Department of Labor's Dictionary of Occupational Titles (DOT). In use, these become guides for modified job descriptions which permit new and expanded job areas within the Public Service Sector. The Liaison or job developer from APPS then meets with the Public Service Office contact and secures his/her cooperation in accepting and training an APPS student. An analysis of the work to be done and the skills to be developed are identified. The classification from the Dictionary of Occupational Titles is then modified according to the needs of the job within the province of the Public Service group and the abilities of the job supervisor to train. This is a community cooperative component and as such the benefit to the community and the agency as well as to the student should be stressed. The average length of time that the student will spend on the work-site is 120 hours - in approximately two hour

blocks. Successful completion of skill-training as ascertained by APPS, the work supervisor and the department head, secures skill certification for the student as well as course credits. North Gwinnett High School has evaluated Orientation and Common Core as five-credit courses. The work experience term is a ten-credit course.

3. The Public Service skills area, the Georgia State and U.S. Departments of Labor, and the local labor market statistics plus APPS experience can coordinate in predicting short-term and long-term labor needs. These needs should be reflected by constantly updating the Orientation and Common Core classes to meet the labor market and the work training experience areas. Many of the skill areas are those almost insatiable at entry-level, others are emerging areas which have not yet become overcrowded. Direct observation and statistical data of attrition rates and expanding or diminishing job market trends are important resources to draw upon for maximum effectiveness.

4. APPS materials and educational resources are transportable. The Orientation and Common Core Curricula for eight major occupational groupings are printed and available through the Office of Adult and Vocational Education. These are an innovative series of manuals

The Solution: (continued)

4. which include the course study, related activities and reference sources including bibliographies and audio-visual aids. In addition, teachers' manuals, organizing and guidance methodologies are included in the APPS packets.

   Job descriptions and labor market references have all been standardized and maximum use has been made of state, local and federal resources which are available to all schools. They are referred to appropriately and are adaptable to any community. The objective, of course, is to match manpower supply with manpower needs. State and local governments have mechanisms that are universal and readily available. These have been enumerated on page 23.

   As a result of APPS research, concepts that are too complex or too costly have been discarded. The completed design is one that is easily supervised, economically produced, and adaptable to staffing skills and abilities easily obtainable in school systems. APPS has attempted to be pragmatic rather than charismatic. Simplicity has resulted in pure and effective programming.

ORGANIZING THE APPLIED PROGRAM OF PUBLIC SERVICE

APPS

1. Planning

   (Planning is a function of the administrative staff and they should be included in the planning process).

   A. Conduct indepth student surveys in coordination with school administrators, counselors, or curriculum advisors.

   B. Contact Public Service employers for work-site availability and suggestions germaine to their skill-needs. City and County personnel offices and United States Employment Service are a few of the resources available in all communities. (See page 23 - The Solution)

   C. Develop budget, allowing flexibility in permitted areas.

   D. Develop standards, set policies and instructional goals. Include variables in order to allow for a broad range of student participation.

   E. Select training, counseling and/or other professional and operating staff. Most staff will serve in dual roles e.g. Teacher-Counselor, Secretary-Administrative Assistant.

   F. Write or coordinate curricula, adapt and evaluate to meet the specific agreed upon goals as arrived at by the teacher, counselor, student and work-site.

G. Make provisions for validating program content, progress and results. This can be accomplished by standardized tests, observation, empirical studies and the success factor. (employment)

II. Coordinating

A. Organize an Advisory Committee. It is suggested that this include two standing members from administration and four members on a rotating basis from the community, two of whom would be work-site representatives. (one semester tenure).

B. Provide for initial liaison with work-site (at the Administrative level).

C. Assist students in scheduling APPS as an elective course of study. School guidance counselors can help immeasurably in this.

D. Assist students in adapting their curriculum content to include skills needed for Public Service vocational goals. Most Public Service jobs require strong basic education which reinforces judgement areas. Remedial needs should be evaluated for early identification and resolution.

E. Set up an effective transportation system; so that the training sites need not be limited by this handicap.

F. Collect effective "How to" resource materials to aid the student in obtaining drivers' licenses, social security cards, health certificates and other services that are job related.

II. Coordinating - continued

G. Plan for monitoring work-sites and the student worker, collecting data such as time and attendance, student reviews, etc.

H. Set up supervisory training consistent with student needs and work-site acceptance.

III. Instruction (Orientation, Common Core, Work Experience)

A. Train for specific APPS instruction (see MOG's) activities, field trips, and on-the-job training, etc.

B. Provide facilities, library, consumable items and other related teacher and student experiential materials.

C. Confirm plans for or provide remedial needs particularly in basic skills, e.g. reading, computational skills.

D. Create broad and inclusive opportunities for oral and written communication skills.

E. Seek supplementary innovative and creative mediums for instruction.

IV. Counseling

A. Recruit students through personal interviews, guidance department, teacher cooperation and promotional methods.

B. Confer with interested students individually as to their interest, understanding, adaptability and tentative goals.

C. Confer with educational staff regarding student's needs

IV. Counseling - continued

and preparing to meet them.

D. Confer with parents, preferably with student cooperation and attendance toward support of the students' aims and motivation.

E. Provide for on-going coordination of the above efforts with personal and vocational counseling.

V. Assessment and Evaluation

A. Administer standardized evaluations (such as testing) of the entering APPS students through the counselor or teacher. These may be self-evaluations.

B. Set up a system of student progress checks and balances throughout the APPS program.

C. Observe, test and evaluate to ascertain work readiness, using program norms as guides.

D. Evaluate program impact so that flexibility, improvement, and further development may take place.

The APPS Program should be constantly changing and developing. This means providing for changes, updating for flexibility toward continued development.

E. Evaluate community needs and keep abreast of employment direction.

F. Be aware of current legislation effecting public service jobs.

VI. Follow-up

An Evaluative System has been developed for immediate assessment. Lack of adequate follow-up has long clouded the ability to accurately evaluate vocational programs although because of the public monies used they have been most vulnerable to justification. "Follow-up" is a term which is often used loosely and in fact is seldom adequately carried out. Statistics alone cannot portray the APPS programs' success factor fully and accurately. Figures "do not lie" but they frequently tell half-truths.

A strong case can be made for a three year follow-up of the APPS program and this needs to be included in the initial planning; otherwise it is impossible to judge the program impact and draw accurate conclusions as to its vocational viability.

FORMS, WAIVERS, COMMUNICATIONS
and
STATEMENTS OF INTENT

Communications among the staff, student, parent and community must be maintained and most often in written form. APPS, as a new and unique vocational system, needs to be both informative and educational in its communications in order to clarify goals and gain support for the program objectives.

The following communicative forms have been found useful. They have been kept simple and their volume at a minimum. A paper heavy project discourages administrators and community-based supervisors and rarely adds to program quality. Additionally, the educational competencies of parents vary widely and if they are to be kept informed, cooperative and supportive, it is essential that their participative communications be clear and direct.

FORMS, WAIVERS AND STATEMENTS OF INTENT

1. Safety Waiver
   Work Activity Waiver

Safety of the APPS student when traveling to and from the work site is paramount. A waiver is necessary from the parent which affirms insurance coverage for the student. This can be in the form of, or augmented by school insurance. Public Service work-sites are invariably state or federally regulated, so although site-safety does not ordinarily present a problem, the Site Analysis recognizes safety problems and makes note of any unusual conditions that exist. (attachment 1)

In replanning, it is recommended that a course in first-aid be required of all APPS students during common core, just prior to the work experience. The student will be certified by the American Red Cross.

2. Site Analysis Form

The Site Analysis advises the APPS sponsor of the suitability, the hazards, special conditions and prevailing physical conditions at the work-site. It also explores the

Site Analysis Form - Continued

presence of peripheral inductive training materials and the capabilities of the supervisory personnel to add significantly by sharing their vocational experiences with the student. (attachment 2)

3. Vocational Skill Development Agreement

In order to maintain structure and focus, an agreement is made among the student, the training site and APPS. Each agrees to perform certain specific tasks. The Public Service work-site agrees to teach a described skill to the student and to relate that training to a classified and acceptable job description. The student agrees to bring willingness, cooperation and self-discipline to the training process. APPS agrees to provide the student with relevant knowledge, skill, motivation and the necessary preparation to make him/her receptive to skill training. (attachment 3).

4. Time, Attendance and Student Review

This form is submitted to the training supervisor every four weeks of the work experience quarter by the APPS Monitor.

4. Time, Attendance and Student Review - continued

It records the daily time and the attendance of the student at the work-site and provides a subjective analysis of his/her participation and skill progress. In addition, he/she is graded three times during the quarter by the work supervisor. This tri-quarter grading is completed in conference with the student and becomes a tool not only to measure the student's progress, but also is a direct means of communication which zeroes in on the strengths and weaknesses and provides guidance for the supervisor. It is a teaching, learning, and counseling tool in one brief and specific form. (attachment 4)

5. Regulatory Guide (Student)

This form, a composite of regulations for proper conduct on the job, may seem superfluous. These are primarily reminders which coordinate agreed upon behavioral patterns developed in common core. They are the students' own standards of job conduct. (attachment 5)

6. Supervisory Guide

Many capable supervisors are reticent to assume responsibility for a student trainee. This guide reassures them of their ability to do so and counteracts any misgivings they might have as to APPS support of their efforts. It is also a marketing aid. It frequently helps convince a work-site to cooperate in APPS Vocational Training. (attachment 6)

6-A. Many work-sites have seminars, workshops, and various external training available. This form is retained in the student's folder to record these additional educational experiences.

7. Job Classification Modification Form

The standard job description from the Dictionary of Occupational Titles is, in general, a reasonably accurate guide to the work to be performed. Inasmuch as the standard Occupational Outlook has also been checked in order to broaden the description and State and County Merit Classifications have also been used, relatively little job modification has been necessary. However, to insure accuracy and guide supervisors, this form serves a useful purpose as a formal and agreed upon modifier. (attachment 7)

8. Memo to Parents

APPS feels that its Public Service Vocational Skills Program should be clarified for the parents. APPS is a new concept, so it follows that it is different from other educational experiences. Memos to the parents not only explain the program but enlist their assistance in helping motivate the student toward his/her goals in APPS. The memos informative nature also becomes a community relations bonus. (attachment 8)

9. APPS Monitoring Report

The APPS Monitoring Report is designed to be completed by the APPS representative after brief meetings (approximately three per semester). These meetings should be pre-appointed. The supervisor, the APPS teacher and the student should participate so that successes, problems and solutions can be shared and the monitor can receive an accurate overview of the training site and the interpersonal relationship as well as the progress in meeting the predetermined goals. (attachment 9)

10. Certificate of Completion

Upon successful completion of all phases of APPS (Orientation, Common Core, and Work Experience), the student

10. (continued)

is granted APPS Certification. This certificate is signed by the APPS Director or Coordinator, the student work supervisor, the school principal, and the APPS teacher. Its presentation guarantees that the student has skills and training in public service which will make him more qualified to fill a specific position than an uncertified student. Included in certification is tacit agreement that recommendations and hiring priorities will be given to the student. (attachment 10)

11. Site Certification

The cooperating Public Service work-site after having met the training, supervisory and physical standards of APPS receives an APPS Certification document to be displayed in its office. In addition to stating APPS approval, it signifies that the agency is cooperating with the educational institution in training youth in a Public Service skill. (attachment 11)

12. Evaluative Report

This could be designated as the first follow-up, inasmuch as it takes place at the completion of the students work

12. (continued)

experience. It is a composite of whether or not the student, work-site and job skill expectations have been fulfilled. It is also the first step in developing agency training sites of quality for the next quarter. It is important in that it objectively measures the success (or failure) of the work experience and identifies the weaknesses and strengths towards developing better jobs, better prepared students and a better course of study. (attachment 12)

Attachment 1

Work Activity Waiver

TO: North Gwinnett High School APPS

FROM: Parent or Guardian

I hereby give permission for ____________________ (Student) to participate in the work experience phase of the Applied Program of Public Service. I understand that this will take place on regular school days from ______ (Time) to ______ (Time) at ____________________ (Location).

It will be necessary for ____________________ (Student) to travel to this work-site. Please check below as to whether you prefer APPS transportation or if you wish to provide an alternative:

APPS ___

Alternative ___

Please indicate if you have school insurance or other insurance to cover liability incurred while in transit and at work.

School Insurance

Other ____________________ (Name of company)

SIGNED: ____________________

Address: ____________________

____

Date: ____________________

SITE ANALYSIS OVERVIEW

The APPS Site Analysis was prepared to be filled out by the APPS teacher, through observation and questioning. It will be necessary that the work-site monitor (APPS teacher) conducting the survey understand the basic requirements of the work to be performed before this interview. In other words, the teacher who monitors the work-site should make a thorough study of the applicable job description and arrive at a predetermined conclusion as to acceptable standards for the work-site in accordance with the training to be accomplished. The Site Analysis should not be completed in the presence of the training supervisor since the quality and physical capabilities of the work-site should be assessed independently according to APPS standards. (Notes are made, of course).

The APPS Site Analysis has several objectives. First, and most obvious; it informs the APPS vocational staff of the physical and regulatory requirements and restraints of the job and so permits hard facts to be added to subjective judgement in placing a student worker in a specific work-site.

Second, it surveys the work-site from the stand point of its use as a vocational tool and, in a sense, assesses the approach, thoroughness, and ability of the site to accomplish the necessary training.

Third, it assists in supervisory training and the results can be used in workshop sessions. There is always some chance that this analysis will eliminate or "self-destruct" some training sites. On the other hand if only the strongest remain then the best expectations of the APPS vocational staff will have been realized.

Lastly, it creates an awareness of the inductive learning climate and may be used as a check list by the sites for its own staff training. In short, the APPS Site Analysis is a learning, a teaching, and an informational instrument.

PUBLIC SERVICE CLUSTER ______________________________

STUDENT PLACEMENT ______________________________

APPS

Site Analysis

Special Conditions

Site: ____________________

Supervisor: ____________________

Telephone: ____________________

Physical requirements:

Enter needs-qualifications ______________________________

____

Carrying ______________________________

Stooping ______________________________

Heavy Lifting ______________________________

Sitting ______________________________

Tolerance for noise ______________________________

Tolerance for periods of inactivity ______________________________

Specific voice qualities ______________________________

Physical requirements - continued

Specific appearance ____________________________________

Driving ability ____

Personality attributes __________________________________

Other ____

Health and/or Safety Conditions

____

____

Contracts or Agreements _________________________________

____

Restraints ____

____

Additional ____

____

Reading Materials

Which of these are available at this work site?

____ Notices and signs on work site that pertain to students work attitudes or are informative.

____ Catalogs, brochures or printed advertising (training related).

Site Analysis

(continued)

_____ Manuals and/or written instructions.

_____ Schedules, if applicable.

_____ Reports, pamphlets or other publications relevant to the students vocational training interest.

_____ Other work-related materials (e.g. trade journals).

Additional ____

____

In which of the following "performance" tasks will the supervisor be able to help the APPS student?

Critical thinking: Is there. . .

_____ Thought projection and planning for present training performance and future goals available?

Citizenship: Is the supervisor able to. . .

_____ Answer questions about the impact of various facets of democracy on your place of business? (e.g. OSHA)

_____ Answer questions about taxes that effect employees (e.g. Social Security, income tax withholdings)?

_____ Answer questions about regulations, codes, restraints, etc.. that effect this work-site and evaluate their relative merit?

Personal and Social Development: Is the supervisor able and willing to. . .

_____ Assist a student in identifying and analyzing a behavior pattern that should be modified or eliminated?

_____ Listen to and evaluate a students' observations?

Creative Development: Is the supervisor able and willing to. . .

_____ Assist a student in understanding and fostering creativity as it is expressed in this area?

_____ Help a student identify creative methods or products at the work-site?

APPS
Vocational Skill Development Agreement

It is understood that after completion of prerequisite classroom instruction my participation in the APPS vocational work experience will include the following:

1. Daily regular attendance at my work site.
2. Informing my supervisor when I am unable to be there; being certain that I am absent only for valid reasons.
3. Performing the required tasks willingly, capably, and responsibly.
4. Informing the APPS staff of important problems, which arise in the performance of my duties.
5. Conducting myself in a manner which will fairly represent North Gwinnett High School and the APPS Program.

Signed: ______________________________
(Student)

APPS will provide the following:

1. Public Service Exploratory courses.
   - A. Orientation
   - B. Core Curriculum
2. An approved Public Service work-site.
   - A. Work-site analysis
   - B. Adequate transportation to the job site.
   - C. Job, personal or educational counseling.

3. APPS Certification on completion of the course requirements.

   A. Certificate signed by program and employer.

   B. Completed evaluation form.

   C. Job description included in school folder.

SIGNED: ______________________
(APPS)

It is understood that ______________________ (Work Site) will provide work skills related to this Public Service Group in general and the specific tasks to be accomplished according to the classification referred to in the "Dictionary of Occupational Titles". ______________________ (Work Site) will also cooperate with the APPS Program in submitting time and attendance records, student work reviews and informing the APPS staff of student related problems which occur at the work-site.

SIGNED: ______________________
(Work Site Representative)

Attachment 4

Work Site ____________________ Student's Name ____________________

Dates __________ to __________ Supervisor's Name ____________________

Month __________

Hours* __________

Student Work Review: Please circle one

1. I consider this student's seriousness of purpose:

   Outstanding - Good - Fair - Poor

2. I consider his/her cooperation and motivation:

   Outstanding - Good - Fair - Poor

3. His/her attitude is:

   Pleasant - Unpleasant - A Problem

4. In the area of job readiness - I consider this student:

   Advanced - Average - Not ready - Not progressing

5. His/her ability to grasp new concepts and tasks is:

   Outstanding - Good - Fair - Poor

6. On a scale of 10-1 - I consider this students overall progress as:

   (Circle one number)

10	9 8 7	6 5 4	3 2 1
Outstanding	Good	Fair	Poor

*Please compute the time within ¼ hour.

7. Other areas which I would like to comment on are: ________

____

____

Comments: ____

____

____

8. I have discussed this review with _________________________
(Student's name)

SIGNED: ______________________________
Supervisor

Review Date: __________________________

Name ______________________ APPS Telephone No. __________

Work Site ____________________ Supervisor's Telephone No. ____________

APPS Student

Regulatory Guide

1. I will be at the parking lot by the gym each day no later than 12:40 p.m. for pickup by the school bus which will transport me to my work site.
2. If, for any valid reason, I am unable to meet this commitment I will either call or contact the APPS staff and my supervisor no later than 9:00 a.m. of the work day.
3. Prior to making any other arrangements for my transportation I will contact APPS for approval.
4. I will wait at the same prearranged place at the agreed upon time (about 3:00 p.m.) to return from my work site.
5. In the unlikely event that I miss my ride I will call APPS immediately so that substitute transportation can be arranged.
6. I will try my best to be at the work site every day and will endeavor to cooperate toward acquiring a meaningful skill.
7. I will contact a member of the APPS staff immediately should any work related problem arise.

Attachment 6

APPS

Supervisory Guide

The APPS Program of ____________________________ welcomes you to its supervisory staff! Much of the success or failure of the student in this job will be due to your constructive participation. It is especially important for you to know that the APPS program appreciates and will support your efforts in helping the student become a meaningful worker in a Public Service area.

These are some of the questions you may like to have answered by the APPS Program staff:

Question: How does this trainee differ from anyone else I might have hired for this entry-level position?

Answer: He/she will already have a strong interest in the job to be accomplished and be fully aware of most of its requirements. He/she will understand specific acceptable work practices and will require less lead-time in learning new tasks. He/she will be able to reason and exert better judgement in your work area due to his/her APPS training. He/she will be convinced of the value and purpose of this job because of his/her APPS training.

Simply Stated: APPS students will be more motivated, more knowledgeable and more cooperative when they become your employees.

Supervisory Guide

(continued)

Question: Will I be able to ask him/her to do the same tasks as a regular employee-trainee?

Answer: APPS will be disappointed if you do not. During the hours he/she spends with you he/she is your regular "in-training" employee.

Question: What if he/she is not cooperative, or is tardy or absent often?

Answer: First, we hope you will approach these problems as you would with other employees; however, APPS stands ready to support or mediate any problem should one arise. You will have the telephone number of an APPS staff member and will be visited regularly on a prearranged basis.

Question: What are my responsibilities?

Answer: Your responsibilities are to instruct in and supervise the work as outlined in the job description we will have agreed upon.

Question: What are the related pluses?

Answer:

1. You will have an opportunity to participate in training a young person for a position in Your chosen field.
2. You will be training and assisting a young person in Gwinnett County and providing a better labor pool from which to draw Public Service employees.
3. You will, (we are sure), feel proud of watching significant career growth through Your efforts.
4. Lastly, if you were an uncertain young person in an uncertain world wouldn't you like to have this opportunity?

Attachment 6 A

APPS

Work Site

Additional Education and/or Training

Student Trainee ____

Job Title ____

Work Site ____

Supervisor ____________________________ Title ____________________________

Description of supplementary education ____________________________________

____

____

____

Title (if applicable) ____

Date ______________________________

Job Description Modification Form

1. Does the proposed job description meet the actual training needs?

____

____

2. What additions or deletions are suggested by the supervisor?

____

____

____

3. In what order and with what frequency will the training take place?

____

____

____

____

4. In your opinion is the supervisor committed to the training goals?

____

____

5. Exactly what, in the supervisors opinion, will the trainee be able to accomplish on successful completion of this public service occupational training? ______________________________

____

____

____

Attachment 8

MEMO TO: (Parents)
FROM: APPS, North Gwinnett High School
DATE:

____________________ has completed the classroom work of the Applied Program of Public Service. He/she is now approaching the final, or work experience phase; at the conclusion of which he will become an APPS certified student.

If you are not fully aware of the details involved in the work experience a member of the APPS staff will welcome a conference with you or will telephone you so that you can know more fully of your sons/daughters participation. Conference ☐ Telephone call ☐

Date requested: ____________________.

Please ask ____________________ to return this memo to us as soon as possible.

SIGNED: ____________________
(Parent or Guardian)

APPS

MONITORING REPORT

Student: ____________________ Supervisor: ____________________

Date: ____________________ Telephone No.: ____________________

Work-Site: ____________________

Monitor: ____________________

*1. Narrative Report:

2. Are the training expectations being met?

3. Any special problems?

4. Agreed upon solution:

*Notes may be taken but report is to be written after work-site visit.

APPS

NORTH GWINNETT HIGH SCHOOL

The Applied Program of Public Service

This is to certify that

has successfully completed all the entry-skill requirements for ______________________ of the APPS Program with the cooperation of

Teacher

Principal

Student Supervisor

Coordinator

Date

Attachment 10

NORTH GWINNETT HIGH SCHOOL

APPS

The Applied Program of Public Service

Expresses its appreciation to

____

for it's cooperation and participation in this program to benefit Youth in Public Service training.

____
Principal

____
Teacher

____
Coordinator

____
Date

Attachment 11

APPS

EVALUATIVE REPORT

Student ______________________ Work Site ______________________

Supervisor ______________________ Address ______________________

Dates: From ________ To ________ Job Classification ______________

I. Site and Supervisory Evaluation

I. Was the quality of the work-training site consistent with the conclusions drawn from the "Site Analysis"? Comments ______________________

____

____

II. Did the skill training agree with the final job description insofar as time and student ability permitted? ☐ yes ☐ no

A. If the answer was "no", please explain. ______________________

____

____

III. Did the supervisor meet APPS standards given the same qualifying factors of time and ability as II. ☐ yes ☐ no

If answer is "no", please explain. ______________________

____

____

I. Site and Supervisory Evaluation

Continued

IV. Has the supervisor agreed that skill certification of the APPS student is realistic? ☐ ☐

If not, please explain. ______________________________

____

____

V. What semester grade on the 1 - 10 scale, would the supervisor give the student? ______________________________

VI. In which of the following areas does the supervisor consider the student has improved (I), Regressed (R), or was already satisfactory (S).

A. Attendance ________

B. Work attitudes _____

C. Work habits ________

D. Skill progress _____

E. Cooperation ________

F. Initiative ________________

G. Adaptability ______________

H. Dependability _____________

I. General work readiness _____

VII. Does the supervisor consider the student's work experience a bona-fide job credential? ☐ yes ☐ no

If not, please explain. ______________________________

____

____

I. Site and Supervisory Evaluation

Continued

VIII. Would the supervisor hire (if a vacancy existed) or recommend the student for an entry-level job in this occupational group? ☐ yes ☐ no

If answer is "no", state reasons. ______________________________

____

____

IX. Has the supervisor had a final conference with the student? ☐ yes ☐ no

X. Would the supervisor recommend that his/her agency participate in the APPS program again? ☐ yes ☐ no

If the answer is "no", state reasons. __________________________

____

____

XI What comments, observations or suggestions in addition to those included did the supervisor make? ______________________________

____

____

APPS

II. Student Evaluation

I. In what ways did you feel (or not feel) personally prepared for your job experience? (Answer with one word).

A. Relationship with the supervisor? ____________________

B. Manner in which work was presented to you? ____________

C. Attitude of other staff members toward you? ___________

D. School course study preparation? ____________________

Additional comments? __________________________________

____

____

II. In what ways did you feel (or not feel) prepared in work related areas. (Answer with one word).

A. Job expectations?

1. Kind of work ______________________________________
2. APPS information about the job ____________________

III. Did you learn new skills? __________________________

Explain. ____

____

____

1. Did you feel that you were useful in the accomplishment of the work of the agency? ______________________________
2. What do you think was your most important contribution to the worksite? ____

3. What additional related tasks could you have accomplished had you had the time or been asked? ____________________

____

4. Were you kept busy most of the time? ________________

____

5. Did you change your ideas about your career goals because of this work experience? ________________________

Please explain. ______________________________

____

____

6. Would you recommend the APPS work experience to other students?

____

7. Do you feel more job-ready? ______________________

8. Did this experience make you feel that you will need more education to accomplish your goals? ________________

____

Please write any other thoughts you have on the work experience or classroom studies. ________________________

____

____

____

____

III. Monitor's Evaluation

I. What is your own evaluation of the various components of the work-site on a scale of 1 - 10?

A. Skill training? ____________________

B. Supervisor's ability to understand young people? ____________

C. Supervisor's ability to train student? ____________

D. Supervisor's interest in student training? ____________

E. Supervisor's expectations? ____________________

F. Site suitability? ____________________

G. Training atmosphere? ____________________

H. Real work accomplished? ____________________

I. Site equipment for training? ____________________

J. Accessability of work-site? ____________________

II. Would you recommend that this agency be continued as a training site? ☐ yes ☐ no

If your answer is "no", please explain. ____________________

____

____

____

III. Monitor's Evaluation

continued

III. Summary: Write a concise case history of the student from classtoom studies through the work experience as they applied to helping the student in adjusting to the work-world and accomplishing the goals of the chosen major occupational group.

____

____

____

____

____.

SECTION III

INTRODUCTION TO APPS STUDENT GUIDANCE

A

The APPS concept for the teacher-counselor is based on a familiar role in the classroom. Most teachers, principals and other educators have been cast in the role of counselor, without portfolio, because of daily contact and human empathy. Common sense and professional license usually are the only lines of demarcation. Necessity, however, requires that the APPS teacher be prepared in specific areas and in others be able to recognize the need for referrals. The goal of the APPS Guidance Philosophy is to make the idea of work understandable - that work is good, necessary, joyful and satisfying.

The APPS teacher is a specialist. Not only in implementing the public service vocational program but also in those problems and opportunities which lend themselves to life and work skills and a specific vocational field. APPS will be viable with youth only if they are provided with necessary life-skills as well as career options and training. It is logical that the linkage be inseparable. The ability of the student to be guided appropriately can mean the difference between success and failure. That happens when the door closes and the teacher listens to the student.

Additionally, sending the student into the field for work experience thrusts him into the work world when the APPS system can only be effective if continued student counseling at this entry-point remains significant. APPS needs to use this opportunity to maintain relationships which, from orientation through work experience, will prove to be supportive. You are the student's primary resource both educationally and in terms of self-discovery. The latter should be your counseling imperative.

The various components can be divided into several major counseling service areas. All of these need guidance provided by APPS. These areas will encompass:

	1. Who am I?
Orientation	2. Why am I here?
	3. Why must I plan?
	4. What plan will work - how
Curriculum	do I know it will?
	5. What if it doesn't?
	6. I'm not sure I'm ready.
Work experience	7. Help!

The totality of students needs has always been difficult to meet. There was a time when teachers taught, counselors counseled, merchants engaged in business and government was considered separate and apart from other career functions.

Career preparation and training (APPS) has changed this concept radically. As a result, the APPS teacher must engage in different commitments and practices. He/she must be committed to helping students identify their interests with understanding, their abilities with honesty and the special needs of adolescence with compassion and common sense. A tall order for any educational innovator. We have discussed the guidance needs from the standpoint of those students most in need, and those most adjusted. There are special responsibilities significant to a number of other students.

APPS guidance becomes an art in direct proportion to the life and skill experiences of the students. We have indicated the intangibility of our subject matter before, but it should be repeated. The youth from a public service or management - oriented family will assimilate the subject matter quickly and will very likely have home support. Their responses to the APPS program may be automatically goal oriented and their level of accomplishment may be readily perceived.

But, in its most ideal concept APPS becomes the conduit for talent that might not ordinarily reach Public Service jobs. The young persons whose knowledge, exposure and expectations have not allowed them to believe that they can ever become a part of middle class employment.

Education has long been the stepping-stone from the lower to the middle class. An important reason has been that teaching was the only professional skill with which they were familiar and also one which was state supported. Other areas of Public Service offer similar opportunities today. APPS opens new vocational fields of service to the poor or disadvantaged.

The APPS teacher-counselor will often encounter a student so capable, so insistent on his interest that only continued education will satisfy this need. Every effort should be made to foster this. Parent cooperation, college requirements, scholarship possibilities and the resources of the school and work supervisor should be drawn upon to effect a successful resolution for coordinating these supports and guiding the student to achieving his/her goal.

The student who loses interest at an early stage is often the one who is in a hurry and cannot perceive achievement as an outcome of an entry-level job. Community resource speakers, career days, field trips, and comparable motivating factors should be introduced to lend interest and to remove any cloistering factors. Most important, however, is to comprehend that there are times when your own commitment must be the motivation while youth's aspirations catch up.

ORIENTATION

B

Typical APPS students entering orientation are fifteen years old. Their work experiences have been confined chiefly to household maintenance chores; career planning to answering questions concerning what they will be when they "grow up". Career choices have been limited to the immediate environment and vocations projected through that environment.

The first phase of guidance is the process of "counseling-in". Before students have chosen their electives, the APPS teacher should discuss the program, its content and goals with each individual student who is considering enrolling in the APPS vocational course or seeking information about it. There are broad and viable differences in students' levels of expectations and while, for example, many trade or manual dexterity areas are related to public service jobs, students should not be misled into believing that these kinds of vocational objectives are offered by APPS. Students should be directed to the school guidance department for comparative information and/or related scheduling. The APPS teacher should have written information about the program available for students to take with them for discussion with their parents and/or other teachers. The course of study will be vastly different from other courses students have encountered; when they enroll they should be well informed, motivated and already challenged.

As the subject matter is introduced the ability of the fifteen year old to picture himself in an active working role often creates confusion both vocationally and personally. However, if the students can relate the APPS program to their personal destinies, they will feel they have some control over them.

It is here the APPS teacher can bridge the gap. Personal conferences, discussions with other school personnel and parent involvement can be coordinated to resolve these problems. This period is a sensitive one and it is also most influential. Whether students continue their interest in vocational public service or drop out may depend on the relationship developed and the use made of teacher-student guidance techniques.

Personal conferences are presumed to be self-explanatory. The teacher must decide on the mood and temper of the one-to-one conference. This, of course, depends on the students' interests, progress and problems, if some exist. This combines "Who am I" with "Why am I here?" It is a challenge and an opportunity - both vocationally and aspirationally.

A typical situation which could arise is that of the student who is bored, immature and perhaps physically small. Frequently a "Peter Pan" complex has already been diagnosed through classroom behavior. The APPS teacher has several alternatives, his/her guidance may be disciplinary in tone, in that "Peter Pans" tend to become class pranksters, or he/she may recommend dropping Orientation until the young person matures, or he/she may confer with the student - helping him sort out his expectations, the stumbling blocks and the sequential factors. Relating the choices to more identifiable expectations at least until this student catches up and settles down, may be the preferable manner.

A follow-up with parents is most helpful toward achieving understanding and support. The APPS orientation course is an abstraction to many students. It is made tangible through the combined efforts of the teacher, the teaching materials, the home, and the aid of other classroom teachers. Under this combined guidance, it becomes less mysterious, more worthwhile and therefore the students' interest is heightened - Why am I here? becomes self-evident.

A significant guidance function in Orientation is the unit related to decision making. Specifically, after having concluded an overview of all eight major occupational groups as designated by the Office of Education, U.S. Department of Health Education and Welfare, students will choose two occupations to study and ultimately one field for concentrated study.

The APPS teacher will assist the students in their final choices by helping them assess their interests, aptitudes, abilities and motivations. The teacher should also add his/her observations and empirical knowledge in helping the students arrive at viable decisions as to which of the eight major occupational groups they are best suited. This selection is a critical step in the APPS vocational system.

This is not to suggest that Orientation will always need reinforcement. However, with students who fall readily into established curriculum patterns, it is still rewarding to include other teachers and parents so that lines of communication will be established and will support career direction. The APPS teacher having established rapport and coordinated forces will be more readily able to guide the students in scheduling related subjects or in influencing scholastic decisions that increase competencies.

TESTING AND GUIDANCE

C

Testings which have identified both preference and worker traits and temperaments may be helpful in communicating to the students the need for individual judgement and also demonstrate the breadth of their choice. As has been mentioned before, young people not infrequently will choose occupational groupings and later regret their choices. Considering the innovations of the APPS subject matter a few may find difficulty in relating to the APPS system. The use of tests and their interpretation may assist the teacher-counselor in helping students in the appraisal of their goals by explaining the adaptations, accomplishments, and relevancies indicated. For example, as students learn more about career choices - the duties, skills, the educational requirements and the personality traits required, they may develop a satisfying field of service independently. Alternatively, some students may not arrive at any conclusion.

Using testing with other indicators, the APPS counselor has an opportunity to help students structure or restructure their goals and re-define their interests, so that they are guided vocationally into potentially satisfying areas. This presents the students with a positive outlook and may cause them to waiver between different public service groups. The life-skills taught will be of permanent use in any case. Teacher-counseling is a significant back-up for occupational testing. It assists the teacher in helping the students conceptualize their goals so that aptitudes can be reinforced or alternatives presented. "Talking it out" with the teacher will be reiterated throughout, because only student self-realization is a satisfying solution. As listeners, teachers increase their own innate ability to effect success inductively.

(Attachments 13 and 14) - Vocational and Occupational Testing

VOCATIONAL AND OCCUPATIONAL TESTS

Attachment 13

Test	Grade Levels	Aptitudes Measured	Time	Scoring Method
Hall Occupational Orientation Inventory	Grades 8-12	Need-values and job characteristics Stimulates vocational exploration	60 - 90 minutes	Self scoring Self interpreting
High School Personality Questionnaire	Ages 11-18	Measures 14 traits covering total personality	40 - 50 minutes	Quick and easy scoring by test administrator
Ohio Vocational Interest Study (OVIS)	Grades 8-12	Data, People, Things Stimulates Vocational Exploration	60 - 90 minutes	Scored by Publisher (Ohio State)
Kuder Occupational Interest Study	Grades 10 & Up	Forced choice test, providing scores in 10 areas; outdoor, mechanical, computations, scientific, persuasive, artistic, literary, musical, social service and clerical.	About 30 minutes	Scored only by SRA
Strong Vocational Interest Blank (SVIB)	High School, College &beyond	Professional career choice -- Not recommended for APPS Group (in general - perhaps specifically).		
Super's Work Values Inventory	Grades 7-12	Measures 15 values highly correlated with work preference particularly important in determining individuals satisfactions and success in his/her vocation.	15 minutes	Scored by test administrator

VOCATIONAL AND OCCUPATIONAL TESTS

(Continued)

Test	Grade Levels	Aptitudes Measured	Time	Scoring Method
Armed Service Vocational Battery	Grades 9 - 12	Measures 5 aptitude areas - general technical, clerical administrative, electronics, general mechanical, and motor mechanical	2 1/2 hours	Scored by test administrators immediately. Norms: National percentile ranks
General Aptitude Test Battery (GATB)	Grades 6 - Up	12 tests measure 9 aptitudes - learning ability, verbal aptitude, numerical aptitude, spacial aptitude, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity	2 1/2 hours	Administered and scored by U.S. Employment Service or trained GATB testers.
Self-Directed Search (Holland)	Grades 9 - 12	Assess personal resemblances to each of 6 personality types	---	Self scored Self directed
Gordon Occupational Check	Grades 10 - 12	Identifies work activities students like to do.	---	Keyed to the DOT

GUIDANCE AND PLANNING TO COORDINATE OCCUPATIONAL CHOICE WITH SCHOOL CURRICULUM

D

The support of the participating school is best activated by conferring first with the principal then with the school guidance department, supervisor(s) of curriculum and of course classroom teachers.

The roles of contiguous APPS support staff are varied. The principal in his/her administrative position can urge that interest and effort be expended. His/her leadership in explaining and supporting the APPS concept is invaluable and will set the pace for the extent of cooperation received from other staff members including the guidance department. He/she can also help in student transportation, public relations and community support. He/she will reflect the posture of the school in promoting and assimilating this new program. He/she will give dignity and status to the APPS system of vocational choice which includes the in-depth occupational study of his/her own profession.

The guidance department in most high schools is responsible, among other things, for advising the individual student concerning his/her course of study and subject scheduling. Inasmuch as APPS will be an elective, it is essential that school counselors be made thoroughly aware of the sequence, the curriculum, the work experience aspect and the ultimate employment goals of APPS. They are then able to informatively recruit interested students and encourage participation. Their assistance in clearing the way for APPS scheduling is immeasurable. Additionally when problems effecting a student arise the guidance counselor will be able to work with the APPS instructor constructively as part of the APPS team.

Some APPS students will have scholastic problems or will have specific instructional needs in order to be employed in public service. It is here that the classroom teacher can be of service. Reading, writing and computational skills frequently need remediation and/or improvement if the students are to meet the requirements of their vocational choice. These needs are identified in APPS and can be communicated directly to the appropriate teacher for remediation or schedule-restructuring.

The APPS vocational system should represent a totality of effort from all staff in order to best serve the students in fulfilling their potentials.

COMMON CORE

E

Unique to APPS is the broad spectrum of student ability. Because of this wide range in abilities, teaching and guidance become somewhat more complex than most required secondary school curriculum. APPS Common Core can only be successful on an individualized teaching basis. The demands of Public Service jobs are broad - so it will seldom, if ever, be necessary to "counsel-out" - a guidance and instructional tool which could be used unwittingly. It need not be an "either-or" proposition only one of enrichment and information with variables being dealt with as they occur in the classroom and in personal counseling sessions.

Some attrition is normal - guidance requires certain subjective decisions. A teacher who feels students must complete APPS at all costs, is denying the very structure of the APPS system. Orientation particularly, is exploration and the ultimate successful climax going into Common Core may be fewer students. Guidance in order to maintain class levels should be guarded against or work experience and job placement may fail, choice may become forced, and the program's integrity become questionable.

Having completed Orientation, the APPS teacher will conclude that students returning for Common Core are productive and automatically adjusted to the program, and consequently that they will relax and get down to the basics of choosing their Major Occupational Group. Pragmatic students, however, are concerned about being locked into life vocations too soon, even though this may be raising a false spectre. Integrity in the classroom, the ability to present all groupings in an equible light, the fact that the teacher has personally chosen a Public Service profession, the inclusion of speakers from other professions, the field trips to broaden public service knowledge, are all inductive counseling experiences and can reverse this fear. The individualized relationship established in Orientation between the student and teacher should be continued and should be even more effective.

Additional information can be of assistance as the student becomes more mature and his/her attitudes and aspirations change. Open communication with other school departments will become even more important. Effective independent reading programs can be set up for the students. With all of the other integral elements in place your personal rapport still remains an irreplaceable instrument for success.

WORK EXPERIENCE GUIDANCE

F

Community agencies provide the culminating activities of the APPS system. It is an opportunity for the APPS system to demonstrate the relativity of education to the work-world. As the finale it should coordinate all of the students' learned experiences, and to be truly valuable, should offer a broad range of choices to the students under the aegis of capable and effective supervisors. The public sector can offer students opportunities to see and work with people and facilities not available in school. The community is where the work gets done. The APPS teacher-counselor is responsible for preparing the students for where the "action is". Orientation, Common Core and individual counseling should have given them an opportunity to learn the kind of responsibility, discipline, cooperative action and interdependence that are the facts of adult life.

This directs the attention of the APPS counselor-teacher from the quality of the work-site, which is important, but is a constant, to the work-supervisor who is the integral link and more subject to influence and guidance. The work supervisor in the community frequently volunteers for the task of supervising an APPS student either because of the need for a trainee or because of a desire to support the APPS concept. In choosing work-sites, the former is preferable. First, because the completion of training is more likely to produce a permanent job opportunity and secondly because the needs-requirements will effect more positive and well defined skill training. The agency who participates strictly from an interest posture should not be discouraged, but the work supervisor may need more guidance than the site where a prescribed need already exists.

Although initially all job descriptions are carefully structured and then modified to assure complete accuracy, it is relatively easy for a supervisor to ignore the skill training if there is no real work for the trainee to do. Frequently all that is needed is to guide the supervisor in defining related skills in which the student can be trained, expanding the job description and optimally making the trainee indispensable; in so doing a new entry job could be created.

The teacher-counselor while monitoring work-sites collects the Attendance and Progress reviews and confers with the supervisor and student concerning meeting the APPS work experience goals, using the approved job descriptions as the guide. Concurrently the student is counseled individually and guidance is provided for the supervisor so that they both can achieve a measure of self-direction and self-evaluation. This "mirror" aspect of counseling is one fostered in the APPS system from its inception. It becomes especially effective in work experience training. It promotes self discipline and strengthens the students' work attitudes. Self-appraisal is equally effective in training neophyte supervisors. The site evaluation can be used restrictively in this context. (attachment 3) The brief supervisory guide accompanying the Student Attendance and Progress report also has indirect supervisory training. (attachment 4).

Throughout the APPS experience one should be mindful that the ultimate objective is a public service entry-level job after graduation within the student's occupational group. Teacher-guidance should constantly emphasize the requirements, attitudes and disciplines necessary to achieve this as well as the job skills which are in the province of the supervisor, but are an APPS training and guidance responsibility.

SECTION IV

THE COMMUNITY AS PART OF THE APPS CONCEPT

A

The APPS concept has been developed to bring young people back into the mainstream of community life through a substitute living, working, learning concept in Public Service vocational areas. The list can be as long as there are workers in the community willing to share their experiences with young people who learn by interacting with adults in realistic occupational settings coordinated with structured classroom activities.

Before technology and specialization sent adults to work and children to school the change from adolescence to self reliance occurred naturally. Youth grew into family members, citizens, and wage earners by being included in daily activities. They learned about work side by side with their parents in the fields, or the family store or in the home. They acquired communicating and computing skills while actually performing tasks or solving the problems and were essential to the family's economic health. The whole community was their classroom. Living, working and learning were not separate worlds.

No longer exposed to that adult world of necessary work and opportunities to be useful, young people can become experience-poor and isolated behind the four walls of a classroom. The community can help alleviate some of the restrictive factors.

COMMUNITY COMPONENT

OVERVIEW

B

The Federal Government has adopted this definition for Public Service:

"Public Service Occupations are those occupations pursued by persons performing the functions necessary to accomplish the mission of local, state and federal government, excluding the military and trades requiring apprenticeship. These missions reflect the services desired or needed by individuals and groups. . . and are performed through arrangements or organizations established by society, normally on a non-profit basis, and usually supported by tax revenues".

At the present time approximately one out of every seven workers in the United States is employed in the public sector. Employment problems following the recession of the early seventies and current governmental budgetary planning increase the probability of this trend expanding far into the foreseeable future. Thus a large number of individuals must be trained and educated each year to enter public service at all levels from rural control to the federal level.

It is important that the quality and effectiveness of Public

Service education be improved. This segment of the work force, by sheer numbers, becomes more and more influential on the quality of life in the United States.

The need for an increased number of workers has in turn created a need for curriculum in the schools which will prepare students for these Public Service career opportunities. The APPS system is exactly this. A curriculum which meets the vocational needs of Public Service occupations and one which can be structured to meet the varying opportunities available in the community.

The choice of an occupation, public service or otherwise, should not be left to random selection or luck. These methods are far too costly in terms of money, time, energy and personal fulfillment. The APPS Program is based on the premise that a career in Public Service should be undertaken with a thorough understanding of the occupational field. This vocational approach to other careers has been time-honored but because of its intangibility Public Service as a vocation has not been included in traditional curricula.

The choice of a career is developmental in nature. It cannot be accomplished all at one time. As conceived and presented, in the APPS system, it is a three step process encompassing progressive linkage which includes the student (the commitment), the educator (the curriculum) and the work-site (the community).

Appropriate selection of a career requires an understanding of not only the field of service but also a realistic comprehension of the constant changes in the public service needs of the community.

COMMUNITY COMPONENT

ORGANIZATION

C

The APPS system represents one of vocational educations' first comprehensive attempts to involve the community in developing its own public service labor pool. Traditionally, Public Service, while held in high esteem, has been the place of employment for either the well educated or for the unskilled whose upward mobility was slow and thus frequently unrewarding or frustrating. Secondary education, while dealing skillfully and successfully with the trades and clerical training; has seldom stepped out of its role of preparing students in the manual skills. Because the student may have had no exposure to Public Service jobs; he/she either fell or was pushed into these areas with little interest and no adaptability or skill which could increase his/her upward mobility. A high turnover rate is inherent to this lack of preparation.

Thus APPS addresses itself to the Community and its involvement. Without the community there would be, of course, no need for APPS. This most sensitive area, affecting the lives and well-being of our entire population has suffered most from "benign neglect".

So, of course, the community must be involved from the earliest planning through permanent jobs for prepared students.

In the first stages of organizational planning; the defined work sites are contacted and included in the curriculum throughout the program.

APPS accomplishes this in four ways. First, by visiting Public Service employers to gather information, assess their needs and solicit their cooperation. This visit is useful in establishing community working relationships and tailoring the APPS curriculum to include some of their expectations. In short, it helps draw together a labor market profile for local public service entry-level jobs. Second; Public Service employers will provide resource materials and speakers to acquaint the students with their own skills, stimulate the students' curiosity and reinforce their knowledge. Third; supervisors from Public Service work-sites should be included in the composition of an APPS Advisory Committee on a rotating basis. And last, but most important, after the APPS prepared student has completed Orientation and Common Core, the Public Service Sector will be familiar with and knowledgeable of the students' abilities and goals. Throughout the community will flow training jobs which will eventually lead to permanent entry-level jobs requiring experience and/or the ability to pass the tests designed to assess the trainees competence and qualifications.

Typically, recruiting APPS jobs requires much community contact. Mindful of this, APPS includes at least two members at large from the community on its Advisory Committee. These members should be chosen from persons who have demonstrated community improvement interest in general and the vocational progress and development of young people in particular. They should be selected from citizens who have shown a desire to retain the community's young talent versus their dispersal into other communities because of a lack of jobs in their home communities. APPS, in action, will find its community component, cooperative, creative and a nucleus for further development and progress.

COMMUNITY COMPONENT

MANPOWER - NEEDS

D

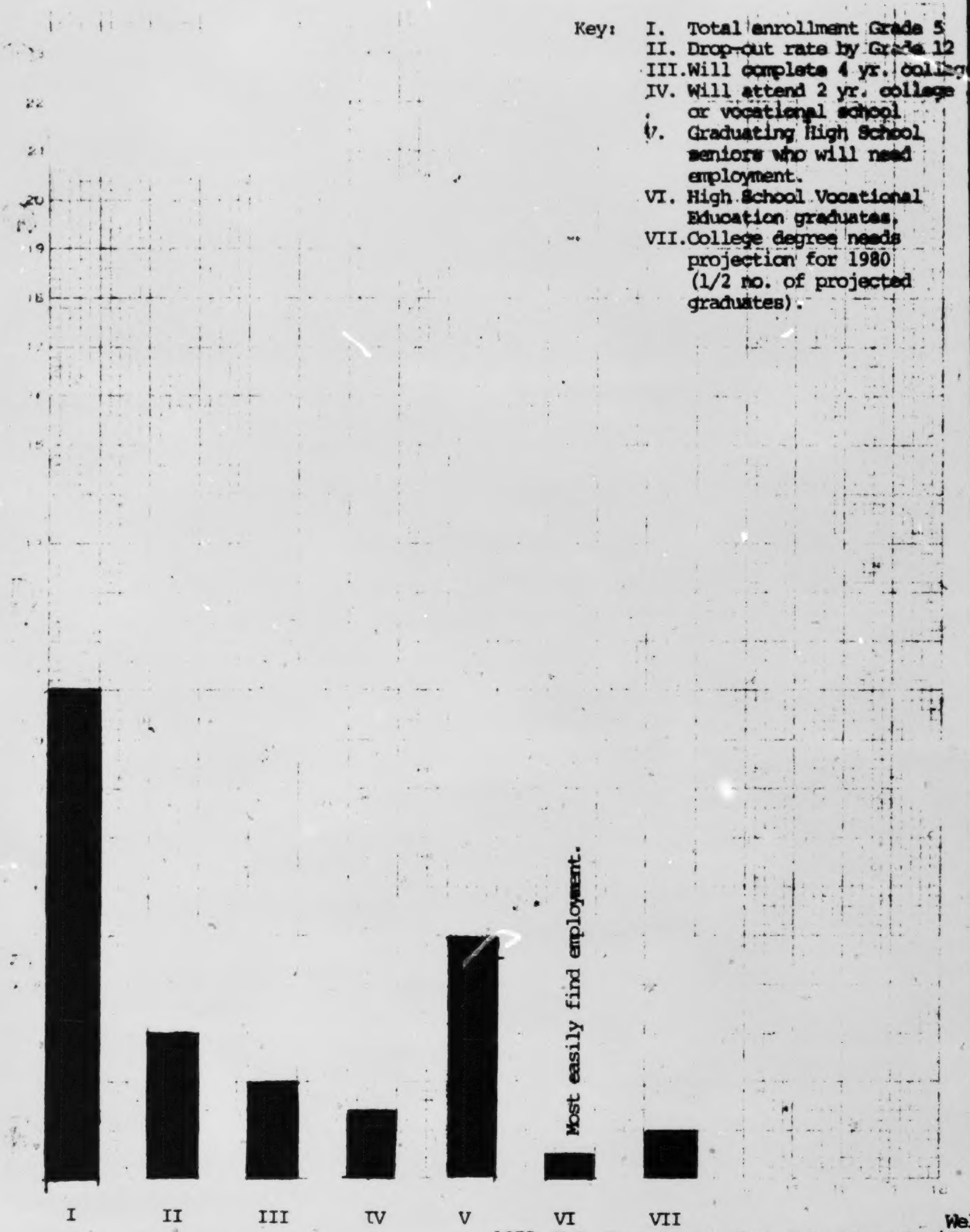
Because of the significant growth of public service jobs during the last decade, the APPS teacher should have a finger on the pulse of the community at public service personnel levels within commuting distance. Many of the slots in county and city jobs are filled through merit systems requiring testing and/or experience. Federal Civil Service and Georgia State Merit System jobs have similar requirements. Work experience, through APPS, frequently results in waiving part of probation periods and prepares the student for required testing as well as providing reinforcement through additional educational experiences such as conferences, seminars and the use of related reading and visual materials. The personnel officers of these agencies prove highly cooperative in releasing print-outs of available jobs. Federal Civil Service bulletins and The Georgia Merit System Directory describe needs on federal and state levels and are available through the U.S. Civil Service Commission and the Georgia Merit System of Personnel Administration Offices. The Georgia State Employment Service is an excellent community source of jobs also and newspapers carry community jobs which must be advertised by law. Entry-level jobs can be identified from the job descriptions and used as models for Orientation and Common Core and the information will help locate areas of potential public service hiring for student trainees preparing for the work experience component.

Labor Market needs, community cooperation and students' expectations and aptitudes can be in opposition. The APPS teacher may be required to reconcile employment needs with student fulfillment. Keeping current with Labor Market trends through community resources can prevent disappointing students or preparing them for non-existing jobs in the community while still maintaining the validity of their major occupational interests.

The following graph shows with clarity the projections for employment of high school students through 1980. It is of importance to note that those most easily employed are those who have had vocational education courses in high school. This primarily incorporates manual or clerical training. APPS programs could raise vocational percentage by the inclusion of public service jobs.

The bottom line of the entire APPS concept is entry-level jobs in public service for students. The bar on the graph can be raised substantially through community cooperation. Business, industry, and the quality of life in the community will benefit economically, intellectually and morally from the inclusion of additional vocational employment.

Attachment: Graph



Wel
1975 U.S. Department of Health, Education, far

COMMUNITY COMPONENT

A SELF FULFILLING PROPHECY

E

Since the community is governed, serviced and enriched by Public Service jobs, it is not merely important; but crucial that the community involves itself in the implementation of the APPS system. Let us examine some thrusts:

Community as defined in Webster's Student Dictionary is "an interacting population of various kinds of individuals in a common location". Common good or common interest is included by implication if not by definition through "interaction".

Youth should be included in this interaction. The more purposefully young people are drawn into the community, the more they are encouraged to interact positively with the establishment, the more likely they will be to identify and protect their interests, priorities and future in it. Many of today's young people leave their communities with reluctance and while we do not suggest that a population must be static; we do believe in choice - that our young people should be forced to leave their communities through lack of opportunity is patently unfair to them and counter-productive to the area concerned.

APPS has provided not only the student with choices, but also the community, so that roots may be established and maintained through commonality.

INTRODUCTION TO APPS INDEX OF OCCUPATIONAL TITLES

Section V

APPS has included in its operating procedures a brief summary of applicable job descriptions which have been modified from the U.S. Department of Labor Employment Services Dictionary of Occupational Titles. All are Public Service oriented. The job titles were chosen for their universality and availability within most communities. They have been adapted to entry-level or trainee status. Approximately 25% of the job descriptions have been modified to meet the specifications of active or potential worksites.

This index is arranged both alphabetically and according to Occupational groupings for the instructors' convenience and ready reference.

The directions for using the Dictionary of Occupational Titles are found in Volume 1, pages XV through XXIV and Volume II, pages V through VII. The 1976-77 Edition of the Occupational Outlook Handbook was utilized as an additional resource. Job descriptions from the Gwinnett County Personnel Officer were also referred to for some job descriptions.

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Tour Guide Trainee. 111

Vital Statistics Aide 118

Waste Water Treatment Operator's Aide 129

Water Plant Operator's Aide 130

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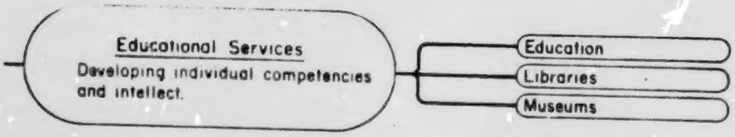
Educational Services
Developing individual competencies and intellect.
Education
Libraries
Museums

Educational Services

Page

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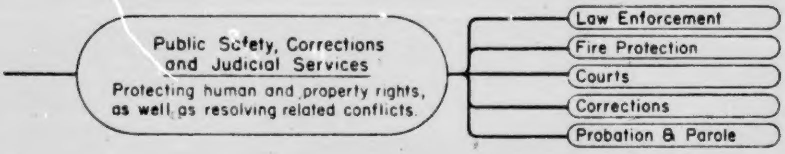
Tour Guide Trainee. 111


Public Safety, Corrections and Judicial Services
Protecting human and property rights, as well as resolving related conflicts.
Law Enforcement
Fire Protection
Courts
Corrections
Probation & Parole

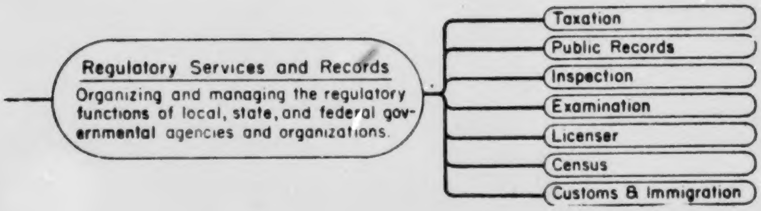
Public Safety, Corrections and Judicial Services

Deputy Sheriff Aide 112

Correctional Aide 113

Fire Protection Aide. 114

Police Dispatchers Aide 115


Regulatory Services and Records
Organizing and managing the regulatory functions of local, state, and federal governmental agencies and organizations.
Taxation
Public Records
Inspection
Examination
Licenser
Census
Customs & Immigration

Regulatory Services and Records

Page

Food and Drug Inspector Aide. 116

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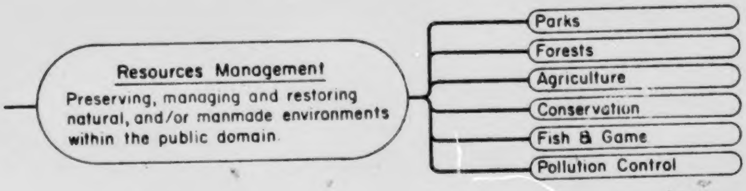
Resources Management
Preserving, managing and restoring natural, and/or manmade environments within the public domain.
Parks
Forests
Agriculture
Conservation
Fish & Game
Pollution Control

Resources Management

Air Pollution Aide 120

Animal Keeper Aide 121

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Park and Recreation Land Technicians Aide. 127

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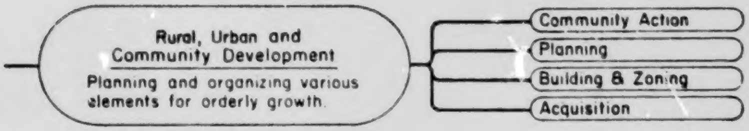
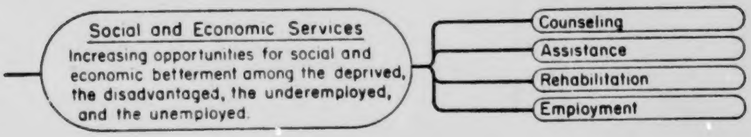

Rural, Urban and Community Development
Planning and organizing various elements for orderly growth.
Community Action
Planning
Building & Zoning
Acquisition

Rural, Urban and Community Development

Page
Draftsman Aide (Mapping). 131
Regional Planners Aide. 132


Social and Economic Services
Increasing opportunities for social and economic betterment among the deprived, the disadvantaged, the underemployed, and the unemployed.
Counseling
Assistance
Rehabilitation
Employment

Social and Economic Services

Child Care Aide 133
Community Services Aide 134
Community Worker Aide 135
Employment Aide 136
Family and Children Services Aide 137
Health Services Aide. 138
Psychiatric Aide. 139
Psychiatric Case Worker's Aide. .140
Public Health Aide. 141
Recreation Leader's Aide. 142
Social Service Aide 143
4-H Club Aide 105

Site Location____________________ Contact____________________

Telephone____________________

Student Placement____________

INSTRUCTIONAL AIDE 092X228*

1. Assists in maintaining order on playground, cafeteria and classroom as requested.
2. May assist in planning and presenting such subject material as social science and physical science.**
3. May operate audio visual aids.
4. May aid in craft and handwork activities.
5. May be responsible for orderly storage of equipment.
6. May take roll and record attendance.
7. May assist individual pupils in specific skills on a tutorial basis.
8. May aid in checking workbooks, etc., and recording data.
9. May make appointments for teacher with parents by telephone.
10. Will perform other tasks related to this occupation as requested.

Additional ____

____

*Note: "X" is used in place of the decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

**This segment is added at supervisor's request and in this respect it differs from "Teacher's Aide" (Elementary).

Site Location ______________________ Contact ______________________

Telephone ____________________

Student Placement ____________

4-H CLUB AIDE 096X128*

1. Assists in recruiting for club members.
2. May aid in surveying community and individual needs and interests.
3. May help procure and distribute materials for use in sewing, wood working, photography or other interest areas.
4. May participate in gathering materials and information for use in livestock raising.
5. May assist in use of visual and audio aids.
6. May be responsible for orderly filing and/or storage of 3-6.
7. Participates in tasks related to exhibits, events such as State or County Fairs and other incentive and recognition programs.
8. Assists, as requested, in other tasks relevant to this occupation.

Additional: ____

____

*NOTE: "X" is used in place of the decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location____________________________

Contact: ____________________

Telephone: __________________

Student Placement____________

LIBRARY ASSISTANT'S AIDE 249X368*

(May also be designated as: book loan clerk; circulation clerk; desk attendant; library helper)

1. Will aid in housekeeping duties such as dusting books, shelves and unpacking or packing library materials.
2. May sort and shelve books according to the established system.
3. May inspect returned books for damage.
4. May become responsible for orderly filing according to system.
5. May repair books and library materials using tape, paste and brush.
6. May answer inquiries of non-professional nature on telephone or in person and refer persons requiring professional assistance to librarian.
7. May aid in sorting books according to classification system and returning them to shelves, files or other storage.
8. May compile list of overdue books.

Additional:____

____

*Note: "X" is used in place of decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but that has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ____________________ Contact ____________________

Telephone No. ________________

Student Placement ____________

HISTORICAL SITE AIDE 052X038*

1. May assist in activities of state or local historical society as directed.
2. May assist in conducting historical research.
3. May organize and file reports, research materials and publications.
4. May assist in editing written materials.
5. May assist in assembling and displaying historical materials to insure preservation and availability to the public.
6. May assist in acquainting public with the society and its collections.
7. May solicit memberships, promote publication sales and encourage interest in historical preservation.
8. Will perform related tasks such as dusting or cleaning historical properties as requested and under direction.

Additional: ____

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*Note: "X" is used in place of the decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ______________________ Contact ______________________

Telephone No. ______________

Student Placement ___________

TEACHER AIDE (Learning Disabled) *094X228

(To be designated as)

STUDENT AIDE (ungraded)

1. May aid teacher in pupil assessment within the bounds of confidentiality.
2. May aid in arts and crafts and physical education to develop interest and abilities.
3. May aid in manual skills and coordination activities.
4. May participate in observation for the purpose of testing or behavior progress as deemed suitable.
5. May coordinate and shelve or file relevant library, audio-visual aids, etc.
6. Will aid, as requested, in maintaining a safe, pleasant, and orderly facility.

Additional: Will assist in teaching, usually on a tutorial basis. Will assist in arts and crafts, grooming and take responsibility for presentations in these areas.

*Note: "X" is used in place of decimal to denote that trainee is not fully qualified to completely perform any job in classification but that he has qualifications to make him partially qualified. This allows him to have "Trainee" status within the occupational title.

Site Location ________________________ Contact ________________________

Telephone ______________________

Student Placement _____________

TEACHER'S AIDE (Elementary) 092X228*

1. May aid in maintaining order in classroom and on the playground.
2. May aid in correcting papers and recording results.
3. May aid in setting up and operating audio-visual equipment.
4. May take attendance and record it under direction.
5. May assign lessons as requested.
6. May give tutorial services to individual students as assigned (within the classroom).
7. May aid in administering and monitoring tests.
8. May assist in maintaining order in lunchroom.
9. May distribute teaching materials, such as books, art supplies, etc.
10. May aid in housekeeping duties relevant to a clean and orderly classroom.
11. Will perform other related tasks as requested.

Additional: Will assist in teaching science and art.

*Note: "X" is used in place of the decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ______________________ Contact ______________________

Telephone No. ______________________

Student Placement ______________

TEACHER'S AIDE 359.878

(Pre-School or Nursery School)

1. May aid in organizing and leading activities of prekindergarten children.
2. Helps children remove outer garments.
3. Organizes and participates in games and other recreational activities.
4. Reads to children and may aid teacher in activities such as finger painting, music, hand work, and similar activities.
5. May help while children are eating, resting and toileting. (regulatory)
6. May help children develop habits of self-care.
7. May serve food or refreshment and help regulate rest periods.
8. Will aid, as requested, in maintaining a safe, pleasant and orderly facility.

Additional ____

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Site Location ____________________ Contact: ______________________

Telephone: ______________________

Student Placement: ______________

TOUR GUIDE TRAINEE *353X368

(State, Federal or Local Installations - Historical Preservation Sites, etc.)

1. May escort a group of people through an establishment such as a museum, aquarium, public or historical building.
2. May escort a group of people through an historic or scenic outdoor spot such as a battlefield or cave following a specified route.
3. May learn to point out features of interest and give other informational data peculiar to the site.
4. May assist in answering questions and distributing brochures.
5. May aid in assuming responsibility for the safety of the party.
6. May collect fees and solicit patronage.
7. Will perform, as requested, other tasks related to this job classification.

Additional: ____

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*Note: "X" is used in the place of decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ________________________

Contact: ______________________

Telephone: ____________________

Student Placement: ____________

DEPUTY SHERIFF AIDE 377.868

1. May aid in preparing arrest records under supervision.
2. May aid in processing arrest records.
3. May aid in other recording and reporting procedures as assigned.
4. May file or catalogue such relevant materials as finger print records, arrest records, etc.
5. May aid in receiving and recording calls for police help (switchboard).
6. Will perform other tasks as requested pertinent to this occupation or the operation of this office and in accordance within pre-established safety procedures.

Additional: ____

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Site Location ____________________ Contact ______________________

Telephone ______________________

Student Placement ______________

CORRECTIONAL AIDE 372X868*

(Physical Examination Required)

1. May aid in guarding prisoners in station house or municipal jail.
2. May aid in responsibility for needs of prisoners during detention.
3. May aid in body search for weapons, valuables or drugs.
4. May serve meals to prisoners.
5. May obtain medical aid if needed.
6. May aid in preparing arrest records identifying prisoner and charge against him.
7. May aid in preparing prisoner's food.
8. May assist in general housekeeping duties.
9. Will perform other tasks, as requested, within this job classification.

Additional: ____

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Site Location ____________________ Contact ____________________

Telephone No. ____________________

Student Placement ____________________

FIRE PROTECTION AIDE 169X168*

1. May aid in compiling and coordinating materials on fire prevention and control.
2. May observe during inspection of forest areas and other areas of high risk or hazardous condition.
3. May aid in compiling log(s).
4. May participate in maintaining (non mechanical) fire fighting equipment.
5. May learn first aid techniques especially as they apply to fire victims (i.e. burns, falls, shock, etc.)
6. May aid in preparation for emergency calls.
7. Will perform other related tasks as requested that are relevant to this occupation and within pre-established safety rules.

Additional: ____

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Site Location ____________________________ Contact ________________________

Telephone ____________________

Student Placement _____________

POLICE DISPATCHER'S AIDE 379X368

1. May receive and relay complaints from public concerning police emergencies and crimes.
2. May broadcast orders to police radio patrol units in vicinity to investigate complaint.
3. May relay instructions or questions from remote units.
4. May record calls broadcast and complaints received.
5. May relay calls for fire, ambulance and other emergency equipment.
6. May be required to coordinate calls and relay instructions to radio concerned.
7. Will assist in other tasks related to this occupation as requested.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone No. ________________

Student Placement ______________

FOOD AND DRUG INSPECTOR AIDE 162X287*

(Any regulatory area such as meat, fish, cosmetics, etc.)

1. May aid in inspecting establishments where food, drugs, cosmetics and similar consumer items are manufactured, handled, stored or sold to enforce legal standards of sanitation, purity and grading.
2. Visit specified establishments, with supervisor, to investigate sanitary conditions and health and hygiene habits of persons handling consumer products.
3. May collect samples of products for bacterial and chemical laboratory analysis.
4. May give out specific regulations to establishments, as directed.
5. May destroy product subgrades.
6. May gather reports and record evidence to be used for prosecution of violators.
7. May check to ascertain that required licenses and permits have been obtained and are displayed.
8. Aid in preparing reports on each establishment visited including findings and recommendations for action.
9. May aid in grading products according to specified standards.
10. May assist in using test equipment such as ultraviolent lights.
11. Will perform tasks, as requested, related to this occupation.

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Site Location ____________________ Contact ______________________

Telephone Number ________________

Student Placement ________________

TAX ASSESSOR'S AIDE 188X188*

1. Become familiar with Gwinnett County mapping and filing system.
2. Through the use of tax maps and proper record cards be able to locate specific property as to ownership.
3. With guidance from Chief Appraiser measure improvements situated on specific parcels using simple arithmetic calculating square footage value of subdivision lots.
4. Through the use of tax maps and depth charts arrive at front footage value of subdivision lots.
5. Using sales data arrive at front and back acre rate on acreage tracts of land.
6. Using all of the above arrive at tax value of property at "ad valorem" values.
7. Draw sketches of residential, commercial and industrial improvements, to scale, on property record cards showing dimensions thereon.
8. Assist tax assessors in other areas when called upon.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone No. ______________

Student Placement ___________

VITAL STATISTICS AIDE 188X168*

(Strong mathematical aptitude)

1. May learn and use procedures for registration and certification of borths, marriages, diseases, etc.
2. May become familiar with compiling statistical data such as births, deaths, marriages, incidence of various diseases and supplementary material.
3. May aid in collecting, recording and the tabulation of vital statistics.
4. May assist in implementation of special statistical studies required by State government.
5. May learn, under supervision, procedure for converting raw data into statistical form.
6. May assist in gathering data for special studies requested by legislature, and other interested public or private groups.
7. May become knowledgeable concerning acceptable analysis procedures.
8. Will perform other tasks, as requested, relevant to this occupation and the orderly procedure of its business.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone ______________________

Student Placement ______________

WEIGHTS AND MEASURES AIDE 168X287

(Math Aptitude Required)

1. May aid in inspecting and testing retail scales, meters, containers and other measure to protect public against fraud or defective equipment.
2. May place standard weights on scales to verify accuracy.
3. May fill containers with pre-measured amounts to verify their capacity.
4. May aid in checking prepackaged merchandise to verify label weight.
5. May aid in testing fluid measuring meters such as gasoline pumps.
6. May aid in verifying linear measuring devices using approved tape.
7. May aid in using stop watch and mileage meter to verify taximeter.
8. May assist in adjusting and calibrating faulty measuring tools.
9. May record findings as directed.
10. May aid in coordinating reports of findings, actions taken and/or recommended.
11. Will perform other tasks relevant to this occupation as requested.

Additional: ____

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Site Location ____________________ Contact ____________________

Telephone No. ________________

Student Placement ____________

AIR POLLUTION AIDE 012X281*

1. May assist in analysis of air in industrial establishments or other work areas to determine amount of suspended foreign particles.
2. May aid in checking effectiveness of control methods, using dust collectors.
3. May aid in operating dust collector apparatus that precipitates dust on tubes, plates electrodes or in flasks.
4. May weigh or otherwise determine amount of collected particles.
5. May assist in comparing weight or particle weight with air volume.
6. May learn to complete percentage of concentration per cubic foot of air tested mathematical and/or chemical formulas.
7. May aid in preparing summary of findings.
8. May record other related data.
9. May help in preparing reports recommending remedial measures.
10. Will perform other tasks, as requested, relevant to this occupation and the orderly procedure of its work.

Additional: ____

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Site Location
Contact
Telephone
Student Placement

ANIMAL KEEPER AIDE 356X874

(Under established safety regulations) Check insurance of agency

1. May feed, water and clean animals under direction.
2. May clean and sterilize cages and quarters.
3. May observe and report sick animals and birds.
4. May assist in providing minor medical treatment or in dispensing medicines.
5. May assist in bathing, grooming animals and in utilizing insecticides.
6. May assist in keeping records of any of the above.
7. May assist in the public relations' activities of the organization.
8. Will cooperate, as requested, in any other tasks related to this occupation subject to the established safety rules.

Additional:

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Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ____________

CANINE CONTROL AIDE 379X878*

1. Assists in capturing and impounding unlicensed, stray or uncontrolled animals.
2. Snares animal with net, rope or device.
3. Places animal in cage of truck under supervision.
4. May drive truck to shelter.
5. May assist in transferring animal from cage to enclosure.
6. Supplies food and water to detained animals.
7. May giver personal care to animals.
8. May assist in investigating complaints of animal bites.
9. May examine dog licenses and rabies tags for validity and issue warnings or summonses to delinquent owners.
10. May aid in destroying unclaimed or rabid animals.
11. May assist in animal adoption area.
12. May assist in maintaining file on number of animals and disposition of each.
13. May aid in housekeeping duties inherent to the maintenance of a clean and orderly facility.
14. Will perform other tasks, as requested, relevant to this occupation.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone ______________________

Student Placement ______________

CONSERVATION AIDE 406X168*

(Plants, trees, and flowers)

1. Aids in propagation and growth of trees, shrubs and flowering plants.
2. Aids in determining kinds and amounts of plants to be grown using training skills concerning plant germination, soil content, growing habits of plants and needs.
3. May help select and purchase seed, fertilizer and gardening equipment.
4. May assist in instructing persons as to planting and cultivating ornamental plants, trees or shrubbery.
5. May assist in manual skills such as potting, soil mixing, and preparing plant and seed beds.
6. May fumigate plants to kill insect pests.
7. May assist in grafting buds on trees or shrubs.
8. Will perform other tasks related to this occupation as requested.

Additional:____

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Site Location ______________________________ Contact ________________________

Telephone ____________________

Student Placement __________

FISH AND GAME WARDEN AIDE 379X168

(To be designated as)

CONSERVATION AID (No D.O.T. title as such)

1. May aid in prevention of game law violations.
2. May assist in compiling and coordinating reports of damage to crops and property by wildlife.
3. May assist in compiling biological data.
4. May collect and report information on condition of fish and wildlife in their habitats.
5. May assist in identifying areas of pollution.
6. May aid in Public Relations and hunter safety training by correlating materials, contacting sportsmen's groups, answering inquiries, etc.
7. Will perform other tasks pertinent to this occupational group and the operation of this office and within pre-established rules of safety.

Additional: ____

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Site Location ______________________ Contact ________________________

Telephone No. __________________

Student Placement _______________

FORESTRY AIDE 441X384*

1. May assist in mapping locations and estimating the amount of such resources as timber, game shelter and food, snow and water and forage.
2. May aid in determining areas that need trees planted, seeds scattered, disease or insect control.
3. May assist, as directed in selecting and marking trees to be cut.
4. May aid in patrolling camp grounds, collecting fees and giving information.
5. May aid in filling out permits.
6. May assist in rescue efforts or finding lost hikers.
7. May aid in fire detection and fighting forest fires.
8. Will assist, as requested, at other tasks related to this occupational area.

Additional: ____

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Site Location ______________________

Contact ______________________

Telephone ______________________

Student Placement ______________

METEOROGICAL AIDE 025X288*

1. May aid in observing and recording weather conditions for use in forecasting.
2. Under direction and in the process of learning may observe general weather, sky and visibility conditions.
3. May read weather instruments, including thermometers, barometers and hydrometers to ascertain elements such as temperature, barometric pressure, wind velocity, visibility and precipitation.
4. May record any or all of "3".
5. May aid in calculating winds by following balloons ascent and using theodolite.
6. May aid in converting readings into wind speed and direction using charts and tables.
7. Will aid in other tasks related to this occupation, as requested.

Additional: ____

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Site Location ______________________ Contact ______________

Telephone ______________

Student Placement ________

PARK AND RECREATION LAND TECHNICIAN'S AIDE 441X181T*

1. May assist in day to day operations of the park areas.
2. May aid in landscape plantings.
3. May assist in maintaining the grounds.
4. May direct people to various areas of interest within the park.
5. May aid in compiling and writing reports as required.
6. May act as guide to explain such things of interest as plant material, historical sites, nature trails, etc.
7. Will perform other tasks, as requested, related to this occupation.

Additional: ____

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Site Location ____________________ Contact ________________________

Telephone No. __________________

Student Placement ______________

SOIL CONSERVATION AIDE 040X081*

1. May aid in collecting and identifying soil samples.
2. May assist in classifying soil according to standard types.
3. May assist in laboratory to determine best soil types for different plants.
4. May assist in making chemical analysis as requested.
5. May assist in responsibility for clean and orderly storage or placement of equipment.
6. May aid in recording laboratory data as requested.
7. May assist, as requested, in studies of soil productivity practices (tillage, fertilization, crop rotation, etc.)
8. May accompany supervisor to examine problems of soil stabilization and drainage.
9. Will perform any designated task related to this occupation as requested.

Additional: ____

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Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ______________

WASTEWATER TREATMENT OPERATORS AIDE 955X885*

1. May assist in operating and maintaining sewage treatment plants and oxidation ponds.
2. May assist in making regular inspections of plants and equipment to ascertain that they are in proper operation.
3. May assist in collecting samples and skim scum and grease from setting tanks.
4. May assist in replacing chlorine cylinders and regulating the flow of chlorine.
5. May grease pumps, change oil where necessary and assist in making repairs to a variety of pumping equipment.
6. May perform housekeeping duties in plant such as sweeping and mopping floors, washing windows, cleaning glassware and painting.
7. May start or stop and aid in making minor repairs to pumps, motors and equipment.
8. May report needs for equipment repairs.
9. May maintain sewer lines and manholes.
10. May keep records and aid in making reports.
11. Will perform other related work as required.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone ______________________

Student Placement ______________

WATER PLANT OPERATOR'S AIDE 945X887*

(Physical Examination Required)

1. May regulate flow of chemicals such as lime, alum and chlorine according to prescribed standards and record readings of adjustments as made.
2. May transfer chemicals from storage to automatic feeders and change filters.
3. May maintain proper water levels in filters and clear well.
4. May wash filters as necessary.
5. May control pressure and water flow in distribution system through operation of pumps and maintain good level in system storage tank by use of gauges.
6. May make routine tests to ensure that treatment process is functioning properly and that water is properly purified.
7. May make daily inspection of all mechanical equipment to ensure proper operation and report defects to maintenance department.
8. May assist in cleaning of building and grounds.
9. Will perform related tasks as requested.

Additional ____

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Site Location ____________________ Contact ________________

Telephone ______________

Student Placement __________

DRAFTSMAN AIDE (Mapping) 017X281*

1. May aid in categorizing and classifying maps.
2. May aid in preparation of trade-tools (set up and system).
3. May aid in analyzing survey data, reference maps and other records to determine location of such features as primary or secondary roads, ovehead powerlines, railroads tracks, etc.
4. May aid in keeping clerical records.
5. Will perform other tasks pertinent to the job occupation or the operation of the office.

Additional: ____

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Site Location ______________________

Contact ______________________

Telephone ______________________

Student Placement ______________

REGIONAL PLANNERS AIDE 199X168*

(Examination usually required in Federal, State or Local governments)

1. Assist the Professional Planner (who works within a framework set by the community government) in the following typical areas as requested.

   A. Examining community facilities to be sure thay can meet the demands placed upon them.
   B. Research legal issues involved in community development or redevelopment.
   C. Keep abreast of changes in housing and building codes.
   D. Design new transportation and parking facilities.
   E. Estimate long range needs for housing, transportation and business and industrial sites.
   F. Analyze and propose alternative ways to achieve more attractive and efficient areas within communities.
   G. Prepare detailed studies that show the current use of land.
   H. Propose ways of using undeveloped land.
   I. Prepare materials for community relations programs.

*Note: "X" is used in place of the decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partiayly qualified. This allows trainee status within the occupational title.

Site Location ______________________ Contact ____________________

Telephone ____________________

Student Placement ____________

CHILD CARE AIDE 355.878

1. Aids in care of children housed in city, county or other non-profit or government institutions (under supervision.)
   - a) May aid in dressing and feeding children.
   - b) May aid in supervision of play facilities.
   - c) May participate or give instructions to children in games and other recreational activities.
   - d) May aid in minor behavior control.
   - e) May aid in health and hygiene activities and instruct in personal areas.
   - f) Will aid, as requested, in the accomplishment of an effective, pleasant and orderly facility suitable for the needs of children.

Additional: ____

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Site Location ______________________	Contact ______________________
	Telephone ____________________
	Student Placement ____________

COMMUNITY AIDE (Community Services Aide) 195X168*

1. May aid in studies and assessments of community needs.
2. May aid in preparing reports.
3. May assist in fund raising efforts.
4. May be assigned to render assistance in specialized fields e.g. aging, juvenile delinquency, housing, mental and physical health, etc.
5. May be assigned to assist in field operations.
6. May aid in record-keeping, filing and other relevant procedures.
7. Will perform other tasks, as requested, pertinent to this job occupation and the operation of the office.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone ______________________

Student Placement ______________

COMMUNITY WORKER AID 096X128

1. Aids in developing programs to improve family life.
2. May aid in demonstrating techniques in such subjects as nutrition, clothing, home management, home furnishings and child care.
3. May accompany agent on home visits to assist family in problems such as budgeting or home remodeling.
4. May aid in organizing community clubs for home/life enrichment.
5. May aid in demonstrations of such subjects as sewing and food preparation.
6. May aid in preparing written reports, leaflets, etc., for the dissemination of information.
7. May serve as Liaison between homes and agency.
8. May aid in 4-H Club activities.
9. Will perform other tasks, as required, relevant to this occupation.

Additional: ____

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Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ______________

PERSONNEL AIDE 205X368*

(To be designated as)

EMPLOYMENT AIDE

1. May direct clients to proper office or agent.
2. May assist clients in filling out application forms.
3. May assist in processing and filing application forms.
4. May unpack, distribute and display, brochures and printed materials.
5. May collect reports and records for supervisor.
6. May answer telephone and give out routine information as requested.
7. May make application-file searches as directed.
8. May aid in collecting employer data on EOA and OSHA, Labor Market Statistics, etc.

Additional: ____

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Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ______________

CASE WORKER AIDE 195X108*

(To be designated as)

FAMILY AND CHILDREN'S SERVICES AIDE

1. May screen clients in reception areas and direct them to related assistance area.
2. May aid client in completing forms and reports.
3. May coordinate forms, poster, and resource material for the use of professionals.
4. May maintain files or library of related materials.
5. May aid in securing supplementary information such as employment medical records, or school reports.
6. Will perform other tasks pertinent to this occupational group and the operation of this office.

Additional: ____

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Site Location ________________________ Contact ______________________

Telephone No. ________________

Student Placement ____________

HEALTH SERVICES AIDE 187X118*

(Physical Examination Required)

1. May aid in inspection of public facilities for health hazards.
2. May observe negotiations with authorities such as school, state, federal and community groups to formulate health standards.
3. May participate in establishment of new facilities such as cancer detection agencies.
4. May aid in preparing or carrying out public relation campaigns.
5. May distribute public relations materials.
6. May observe inspection processes which insure conformance to accepted standards (e.g. sale of unsafe milk).
7. May observe methods used in imposing quarantines.
8. Will perform other tasks, as requested, related to this occupation.

Additional: ____

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Site Location ______________________ Contact ______________________

Telephone ______________________

Student Placement ______________

PSYCHIATRIC AIDE 355X878*

1. May assist mentally ill patients, working under direction of nursing and medical staff.
2. May accompany patients to shower rooms and assist them in bathing and dressing.
3. May assist patients in grooming.
4. May accompany patients to and from rooms for examination and treatment.
5. May assist patients in becoming adjusted to hospital routine.
6. May encourage and aid patients in participating in social and recreational activities.
7. May observe patients to insure none wanders from grounds.
8. May aid in feeding patients and persuading them to eat (noting reasons for rejection of food).
9. May accompany patients to areas such as library, aiding in the selection of reading materials, etc.
10. Will perform; as requested, other duties relevant to this job classification.

Additional: ____

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*Note: "X" is used in the place of decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ____________________ Contact ________________________

Telephone No. ________________

Student Placement ______________

PSYCHIATRIC CASE WORKER'S AIDE 195X108*

1. Assists as part of team in related para-professional areas.
2. May record information as requested.
3. May assist in screening.
4. May assist (in para-professional manner) in checking background facts for professional(s).
5. May assist the patient in physical or adjustment areas as requested.
6. May assist in work with patient's family under direction.
7. May refer patients to other community resources as directed by professional.
8. May be responsible for organization and distribution of printed materials.
9. Will perform other related tasks as requested.

Additional: ____

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*NOTE: "X" is used in place of the decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ____________

PUBLIC HEALTH AIDE 079X118*

1. May conduct community surveys under direction.
2. May aid in determining community health needs.
3. May distribute and disseminate public health information as requested by his/her supervisor.
4. May aid in library or agency or aid in responsibility for and operation of audio-visual equipment.
5. May help select suitable library or audio-visual materials as needed.
6. May display and distribute brochures and pamphlets.
7. Will perform other tasks as requested pertinent to this occupation or to the operation of this office.

Additional: ____

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*Note: "X" is used in place of decimal to denote that trainee is not fully qualified to completely perform any job in classification but that he has qualifications to make him partially qualified. This allows him to have trainee status within the occupational title.

Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ______________

RECREATION LEADER'S AIDE 195X228*

(Physical Examination Required)

1. Conducts recreational type activities with assigned groups.
2. Aids in organizing, promoting and developing interest in activities such as arts and crafts, sports, games, music, dramatics, camping, etc.
3. Cooperates with other staff in conducting community events and working with neighborhood groups to determine recreational interests and needs of all ages.
4. May work as coach or umpire for team events.
5. May conduct community surveys to assess needs.
6. May be responsible for minor maintenance, operation and storaging of related equipment.
7. May be assigned to work with special groups such as children, youth, elderly in sports or crafts.
8. Will cooperate in orderly maintenance of work site.
9. Will accept related tasks as required.

Additional: ____

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*Note: "X" is used in the place of decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

Site Location ____________________ Contact ____________________

Telephone ____________________

Student Placement ______________

SOCIAL SERVICE AIDE 195X168*

1. Will serve as a link between professional social workers or counselors and persons who seek help from social agencies.
2. May explain the agencies services and facilities.
3. May help new applicants fill out any required forms.
4. May locate persons for agency.
5. May assist in checking documents such as marriage licenses, birth certificates to determine eligibility for services.
6. May keep records of clients up-to-date.
7. May maintain a filing system of reports or a control system for periodic case review.
8. May serve as advocate for clients by accompanying them to clinics, for welfare or educational services and helping them effectively communicate their needs.
9. Will perform other tasks related to this occupation as requested.

Additional: ____

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*Note: "X" is used in place of decimal in occupational code to denote that trainee is not fully qualified to completely perform any job in classification but has qualifications that make him/her partially qualified. This allows trainee status within the occupational title.

APPENDIX A

APPS

SUGGESTED LIBRARY RESOURCES

Survival in the World of Work - D.S. Halacy, Jr./Charles Scribner's and Sons, New York, New York - 1975

Careers in Environmental Protection - Reed Millard and Science Books Associates/Julian Messner (Division of Simon-Schuster), 1 West 39th Street, New York, New York 10018 - 1974

Creating the Future - Beitz and Weisbaum/Bantam Books, 666 Fifth Avenue, New York, New York 10019 - 1974

Alternatives to College - Hecht and Traub/Macmillan, 866 Third Avenue, New York City, New York 10022 - 1974

The Opportunity Explosion - Robert O. Snelling/The New American Library, Inc., 1301 Avenue of the Americas, New York, New York 10019 - 1969

Strategy and Tactics for Getting A Government Job - Lukowski and Piton/Potomac Book Publishers, 4832 MacArthur Boulevard, N.W., Washington, D.C. 20007 - 1972

Paraprofessions - Sarah Splaver/Julian Messner (Division of Simon-Schuster), 1 West 39th Street, New York, New York 10018 - 1972

Values Exploration through Role Playing - Robert C. Hawley/Hart Publishing Company, New York, New York 10003 - 1972

Values Clarification - Sidney B. Simon/Hart Publishing Company, New York, New York 10003 - 1972

Basic Skills on the Job - Eleanor R. Young/CEBCO-Standard Publishing Company, 104 Fifth Avenue, New York City, New York 10011 - 1974

Helping Others - Norma Haines/The John Day Company, 257 Park Avenue, South, New York, New York 10010 - 1974

The Moral Imperative - Vincent Ryan Ruggiero/Alfred Publishing Company, Inc., 75 Channel Drive, Port Washington, New York 11050 - 1973

Careers in Focus (Series of 14) - McGraw Hill, Inc., New York City, New York - 1976

Settings for Change - Center for the Study of Instruction (San Francisco, California)/Harcourt, Brace, Janovich, New York City, New York - 1972

Vocational Education and Guidance, A System for the Seventies - James A. Rhodes/Charles E. Merrill Publishing Company - 1970

ADDITIONAL LIBRARY RESOURCES

Annotated Bibliography of Curriculum Materials in Vocational and Career Education/State of Illinois, Division of Vocational Education, 1035 Outer Park Drive, Springfield, Illinois 62706 - 1971

Dictionary of Occupational Titles - Volumes I and II and Supplements/ U.S. Department of Labor, Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402

Occupational Outlook Handbook/U.S. Department of Labor, Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402 - 1976-1977 Edition

Encyclopedia of Careers and Vocational Guidances - Volumes I, II, III - William Hopke/J.G. Ferguson Publishing Company, Chicago, Illinois - 1975

The Teenage Employment Guide - Allan B. Goldenthal/Regents Publishing Company, 200 Park Avenue, New York, New York 10003 - 1969

Business Filing and Records Control - Volume I - Bassett and Goodman/ Southwestern Publishing Company, Cincinnati, Ohio - 1974

Opportunities in Forestry Careers - E.L. Demmon/Vocational Guidance Manuals, 620 South Fifth Street, Louisville, Kentucky 40202 - 1975

Opportunities in Environmental Careers - Odom Fanning/Vocational Guidance Manuals, 620 South Fifth Street, Louisville, Kentucky 40202 - 1975

Comparative Guide to American Colleges - Cass and Birnbaum/Harper Row, 10 East 53rd Street, New York, New York - 1975

Barron's Handbook of American College Financial Aid - Proia and DiGaspari/ Barron's Educational Series, 113 Crossways Park Drive, Woodbury, New York 11797 - 1974

Taking Tests. . . . and Scoring High - Fred Honing/Arco Publishing Company, 219 Park Avenue, South, New York, New York 10003 - 1973

Practice for Scholastic Aptitude Tests/Arco Publishing Company, 219 Park Avenue, South, New York, New York 10003 - 1974

APPENDIX B

APPS

SUGGESTED AUDIO VISUAL RESOURCES

Associated Press - Pathescope Educational Media, Inc., 71 Weyman Avenue, New Rochelle, New York 10802

A Career in Education - Carol Deegan

A Career in Law Enforcement

Careers in Community Service - Curt Colby

Careers in Conservation - Carol Deegan

Careers in Government Service - Tamar Sprung

Careers in Social Work - Luise Putcamp

Careers in Environmental Management/Coronet Instructional Media, 65 East South Water Street, Chicago, Illinois 60601

Making it in Human Services - Ruth Lembeck-Dell Publishing Company, Inc./ Current Affiars, 24 Danbury Road, Wilton, Connecticut 06897

Making it in Government - Ruth Lembeck-Dell Publishing Company, Inc./ Current Affairs, 24 Danbury Road, Wilton, Connecticut 06897

Publis Service Workers/Coronet Instructional Media, 65 East South Water Street, Chicago, Illinois 60601

SOURCES FOR FURTHER PUBLIC SERVICE VOCATIONAL INFORMATION

Aeronautics

American Institute of Aeronautics and Astronautics, Inc., 1290
Avenue of the Americas, New York, New York 10019

Agriculture

American Society of Agricultural Engineers, 2950 Niles Road,
St. Joseph, Michigan 49085

Society for Range Management, 2120 South Birch Street, Denver,
Colorado 80222

Conservation

Soil Conservation Society of America, 7515 Ankeny Road, N.E., Ankeny,
Iowa 50021

Drafting

American Institute for Design and Drafting, P.O. Box 2955, Tulsa
Oklahoma 74101

American Society of Landscape Architects, Inc., 2013 I Street, N.W.,
Washington, D.C. 20006

Environmental Protection

American Society of Horticultural Science, 615 Elm Street, St. Joseph,
Michigan 49085

Bureau of Outdoor Recreation, Washington, D.C. 20240

Department of Housing and Urban Development, Washington, D.C. 20410

Ecological Society of America, Connecticut College, New London,
Connecticut 06320

National Institute of Environmental Health Services, Research Triangle
Park, North Carolina 27709

Fish and Wildlife Conservation

The Conservation Foundation, 1717 Massachusetts Avenue, N.W.,
Washington, D.C. 20036

National Wildlife Federation, 1412 16th Street, N.W., Washington,
D.C. 20036

Forestry

American Forestry Association, 919 17th Street, N.W., Washington,
D.C. 20006

Society of American Foresters, 1010 16th Street, N.W., Washington,
D.C. 20036

Meteorology

American Meteorological Society, 45 Beacon Street, Boston, Massachusetts
02108

American Society of Metals, Metals Park, Ohio 44073

Pollution Control

Water Pollution Control Federation, 3900 Wisconsin Avenue, N.W.,
Washington, D.C. 20016

Vocational (General)

National Council of Technical Schools, 1835 K Street, N.W., Room 907,
Washington, D.C. 20006

Waste-Water Plant Operation

American Public Health Association, 1790 Broadway, New York, New York 10019

National Sanitation Foundation, P.O. Box 1468, Ann Arbor, Michigan 48106

CALIFORNIA STUDY

(TEACHER ORIENTED OBJECTIVES)

One of APPS stated project goals was to develop student-oriented materials for a program in public service as opposed to the teacher-oriented objectives of the California State Department of Education Public Service Occupational Plan (California Education Section, Study of Planning Unit). The following comprise the sections and units prepared.

SECTION I - GOVERNMENTAL AGENCY MANAGEMENT

Unit I - Nature of the Field

1. Ability to define government (public services) in his own words.
2. Ability to identify in writing two distinctions between federal, state and local government.
3. Ability to name major trends related to government agency management.

Unit II - Governmental Agency Management

1. Ability to demonstrate some knowledge of the nature, importance, and characteristics or organizational objectives.
2. Ability to describe the major tasks involved in government agency management.
3. Ability to describe the general activities and duties of government agency managers.

Unit IV - Functions and Duties of Workers

1. Ability to discuss the general responsibilities of managers in public service organizations.
2. Ability to demonstrate some knowledge of the upward mobility of individuals in different governmental areas into management positions.

Unit V - Employment Qualifications

1. Ability to discuss job qualifications, including age, experience, education, and special aptitudes and values for at least two government agency job families.
2. Ability to discuss the similarities and the differences between a four-year degree, a community college degree, a professional degree, and a liberal arts degree.

Unit VI - Employment Prospects

1. Ability to distinguish between federal, state, and local employment trends.

SECTION II - SOCIAL AND ECONOMIC SERVICES

Unit I - Nature of the Field

1. Ability to identify at least five problems handled by social and/or economic agencies.
2. Ability to identify the major job families in social and economic services, as well as to describe the nature of the work for each.

Unit V - Functions and Duties of Workers

1. Ability to discuss the general nature of the duties performed by workers in the field of social and economic services.

Unit VI - Profile and Recommended Qualifications of Workers

1. Ability to discuss the recommended qualifications of a worker in the social and economic services, including age, education, and background.
2. Ability to evaluate his own qualifications and compare them with the recommended qualifications required for entry level jobs.

Unit VII - Career Lattices and Employment Prospects

1. Ability to identify at least five preprofessional entry level jobs in social and economic services.
2. Ability to construct a typical career lattice for at least one of the job families in social and economic services.
3. Ability to identify at least three sources of information and statistics concerning the employment outlook for the field of social and economic services.

SECTION III - EDUCATIONAL SERVICES

Unit I - Nature of the Field

1. Ability to identify the major job families in educational services as well as to describe the nature of the work for each.

Unit II - Basic Introduction to Educational Services

1. Ability to explain the components and the structure of public education in the United States.
2. Ability to discuss several of the major issues confronting the unmet needs in education to include knowledge of the financing of public education and the roles of the Superintendent and the Principal.

Unit II - Basic Introduction to Educational Services - continued

3. Ability to identify the various types of libraries, explain their functions, and typical organization.

Unit III - Function and Duties of Workers

1. Ability to discuss the general operations and the duties of workers in schools, libraries, and museums.
2. Ability to describe the three major categories of duties performed by workers in educational services.
3. Ability to describe the duties and the activities of selected workers at the preschool, elementary, and secondary levels.

Unit IV - Profile and Recommended Qualifications of Workers

1. Ability to discuss the recommended qualifications of an educational services workers, including age, educations, and background qualifications.
2. Ability to evaluate his own qualifications required for entry level jobs.

Unit V - Career Lattices and Mobility

1. Ability to identify preprofessional entry level jobs in the education, library, and museum job families.
2. Ability to construct a typical "career lattice" for the education, library, and museum job families.
3. Ability to describe typical entry level jobs for preprofessional workers in the education, library, and museum job families.

Unit VI - Employment Prospects

1. Ability to identify at least three sources of information and statistics concerning employment outlook in educational services.
2. Ability to compare data dealing with the employment expectations of jobs in educational services with their own job goals.

SECTION IV - RESOURCES MANAGEMENT

Unit I - Nature of the Field

1. Ability to identify at least four major job families found in the field of resources management.

Unit II - Exploration and Conservation of Natural Resources

1. Ability to identify the three major categories which are used to classify natural resources.
2. Ability to discuss the concept of the new environmental and resources ethic.

Unit IV - Governmental Resource Management Organization

1. Ability to identify the major federal departments concerned with resources management.
2. Ability to describe the role of selected agencies in an area of resources management of interest to them.

Unit V - Career Lattices and Mobility

1. Ability to identify and describe preprofessional entry level jobs and basic qualififcations for at least three of the major job families in resources management.

Unit V - Career Lattices and Mobility - continued

2. Ability to construct a typical "career lattice" for at least three of the major job families in resources management.

Unit VI - Manpower Needs in the 1970's

1. Ability to identify, locate, and use at least three sources of information and statistics concerned with manpower requirements in resources management.
2. Ability to identify and describe present and emergent jobs found in resources management.

SECTION V - RURAL, URBAN, AND COMMUNITY DEVELOPMENT

Unit I - Nature of the Field

1. Ability to identify the major job families in rural, urban and community development.

Unit II - Basic Concepts of Rural, Urban, and Community Development

1. Ability to identify the need for rural, urban, and community planning in everyday life.

Unit III - Functions and Duties of Workers

1. Ability to identify the responsibilities and duties of workers in each of the four job families in rural, urban, and community development.

Unit IV - Recommended Qualifications of Workers

1. Familiarity with, and ability to discuss, the typical job entry qualification, such as age, education, and background experiences for the rural, urban, and community development worker.

Unit V - Career Lattices and Job Mobility

1. Ability to construct a typical career lattice for elements within the community action, planning, building and zoning, and acquisition job families.
2. Ability to describe typical entry level jobs for preprofessional workers in the field of rural, urban, and community development.

Unit VI - Employment Prospects

1. Ability to identify at least five sources of information and statistics concerning employment outlook in rural, urban, and community development.
2. Ability to compare data dealing with the employment expectations of jobs in rural, urban, and community development, and with student's own job goals.
3. Ability to discuss the overall employment trends, both short range and long range, in the general area of rural, urban, and community development.

SECTION VI - PUBLIC SAFETY, CORRECTIONS, AND JUDICIAL SERVICES

Unit I - Primary Functions of Public Safety, Corrections, and Judicial Services

1. Ability to identify the three major branches in the American system of government, and to explain the position of public safety, corrections, and judicial services in the structure of the American system of government.
2. Ability to identify the major job families in public safety, corrections, and judicial services, as well as describe the nature of the work for each.

Unit II - Background, Organization, and Operations - Public Safety, Corrections, and Judicial Services

1. Ability to demonstrate knowledge of law enforcement agencies and their roles at the different levels by identifying at least four general objectives of law enforcement.
2. Ability to identify the various law enforcement agencies, explain their functions, and typical organizational pattern.
3. Ability to demonstrate knowledge of the mission of police by listing the basic police purposes and at least five major tasks the police must perform to accomplish their missions.
4. Ability to identify the major fire safety and prisons operations, and explain the functions of firemen and correctional officers.

Unit III - The Judicial System in America

1. Ability to demonstrate knowledge of the concept of justice by comparing the past and the present emphasis on justice, and identifying the main ways of providing justice.
2. Ability to demonstrate knowledge of the governmental system of providing justice by listing the primary duty of at least six of the criminal justice agencies.

Unit IV - Functions and Duties of Workers and Working Conditions

1. Ability to discuss the general operation and the duties of workers in public safety, corrections, and judicial systems.
2. Ability to describe the major duties performed by workers in public safety, corrections, and judicial systems.
3. Ability to distinguish and describe the entry level jobs that exist within public safety, corrections, and job families.

Unit V - Recommended Qualifications of Workers

1. Ability to discuss the recommended qualifications of public safety, corrections, and judicial services workers.
2. Ability to evaluate his own qualifications and compare them with the recommended qualifications required for entry level jobs.

Unit VI - Career Lattices and Mobility

1. Ability to identify entry level jobs in public safety, corrections, and judicial services.
2. Ability to describe typical entry level jobs for workers in the six major job families.

Unit VII - Employment Prospects

1. Ability to compare data dealing with the employment expectations of jobs in public safety, corrections, and judicial services with student's own job goals.

SECTION VII - REGULATORY SERVICES AND RECORDS

Unit I - Nature of the Field

1. Ability to list at least three reasons for regulatory services and records.
2. Ability to list the primary functions of regulatory services and records.

Unit II - Regulatory Services and their Functions

1. Ability to identify the major job families in regulatory services and records, and describe the nature of the work in each.

Unit II - Regulatory Services and their Functions - continued

2. Ability to list at least four federal and state regulatory agencies, and describe their main function.

Unit III - Functions and Duties of Workers

1. Ability to describe the major duties performed by workers in regulatory services and records.

2. Ability to make a list of the typical jobs in regulatory services and records, and describe the duties performed in at least six of the jobs.

Unit IV - Recommended Qualifications of Workers

1. Ability to discuss the recommended qualifications of workers in regulatory services and records.

2. Ability to evaluate his own qualifications and compare them with the qualifications required for entry-level jobs.

Unit V - Career Lattices and Employment Prospects

1. Ability to identify at least four sources of information concerning employment prospects in regulatory services and records.

2. Ability to identify entry-level jobs in regulatory services and records.

3. Ability to construct a typical career lattice for at least three of the major job families.

4. Ability to compare employment expectations of jobs in regulatory services and records with his own job goals.

SECTION VIII - TRANSPORTATION SERVICES

Unit I - Nature of the Field

1. Ability to describe transportation management in terms of its major goals and purposes.
2. Ability to identify the major transportation systems for which transportation managers are responsible.

Unit II - Management, Organization, and Role of Major Transportation Agencies

1. Ability to identify the major federal departments and/or agencies concerned with transportation management and regulation.
2. Ability to describe the role of selected departments and/or agencies in the area of transportation management of interest to him.

Unit III - Functions and Duties of Workers

1. Ability to describe the major duties performed by workers in transportation management.
2. Ability to make a list of the typical jobs that exist in transportation management and describe the duties performed in at least six of the jobs.

Unit IV - Qualifications, Career Lattices, and Employment Prospects

1. Ability to discuss the recommended qualifications of workers in public service transportation management.
2. Ability to evaluate his own qualifications, and compare them with the qualifications required for entry level jobs.